

***PRESCHOOL TEACHERS' EXPERIENCES AND REFLECTIONS IN IMPLEMENTING A PRE-
PRIMARY CURRICULUM FOR FIVE TO SIX YEAR OLDS IN FRANCISTOWN, BOTSWANA***

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I declare that this is my original work. It has not been presented at any university and all the sources are quoted and acknowledged by means of complete references. I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

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A handwritten signature in dark ink, appearing to be 'ELISA LEUNGO BAWANI', written in a cursive style.

Date: 13 November 2019

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ABSTRACT

The 2012 Integrated Early Childhood Development (IECD) curriculum recently introduced in all Botswana government preschools was examined by this study. To guide the findings of this study the literature addressing the effective preschool curriculum implementation strategies was reviewed. Furthermore, structured interviews, non-participant observations and documents review were conducted in line with the qualitative phenomenological research approach. Specifically, teachers from three preschools implementing the 2012 IECD curriculum framework were interviewed to obtain their views with regard to its implementation. The data collected from the interviews was thematically analysed and triangulated with that from the observations and documents.

The findings of this study showed that even though the teachers were generally satisfied with their different levels of training, they were concerned about the limited duration of in-service training as well as the course content that did not address their unique needs and those of their supervisors. Consequently, effective IECD curriculum implementation was negatively affected by lack of effective supervision as well as lack of teaching resources and other forms of support.

Drawing from the findings of this study, recommendations were made and teacher training guidelines were developed. The guidelines were informed by the SCLT (teacher training) and CoP (formation of partnerships) theories. The implications of this study are that the suggested training guidelines would promote teacher efficacy facilitated by proper teacher training strategies and they will hopefully motivate the formation of working partnerships.

KEY TERMS: Preschool, Preschool Education, Preschool Teachers, Holistic Development, Curriculum, Curriculum Implementation, Teacher Training.

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LIST OF ACRONYMS

CoP- Communities of Practice

DCE- Department of Curriculum and Evaluation

ECE- Early Childhood Education

ECCE- Early Childhood Care and Education

ECD- Early Childhood Development

ETSSP- Education and Training Sector Strategic plan

EYFS- Early Years Foundation Stage

FCC- Francistown City Council

GDP- Gross Domestic Product

IECD- Integrated Early Childhood Development

IMF- International Monetary Fund

IPCPF- Integrated Preschool Curriculum Policy Framework

MKO- More Knowledgeable Other

MLGRD- Ministry of Local Government and Rural Development

MoE- Ministry of Education

MoBE- Ministry of Basic Education

MoE&SD- Ministry of Education and Skills Development

NDCCP- National Day Care and Childhood Policy

NPE- National Policy on Education

PD- Professional Development

PTA- Parents Teachers Association

PEO- Principal Education Officer

PES- Principal Education Secretary

REO- Regional Education Office

RNPE- Revised National Policy on Education

SB- Statistics Botswana

SCLT- Social Cognitive Learning Theory

SLT- Social Learning Theory

SNAE- Swedish National Agency for Education

SP- Social Pedagogy

STEM- Science, Technology, Engineering and Mathematics

UNCRC- United Nations Convention on the Rights of the Child

UNISA- University of South Africa

UNESCO- United Nations Educational, Scientific and Cultural Organisation

WSCC- Whole School, Whole Community, Whole Child.

ZPD- Zone of Proximal Development

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION TO THE STUDY

Preschool education and curriculum implementation are important components of education. According to Maunganidze and Tsamaase (2014) and Mligo (2016), the term 'Preschool Education' (PE), commonly used in Botswana, is consistent with terms such as Early Childhood Development (ECD) and Early Childhood Education (ECE). This suggests that different terms can be used to refer to this level of education depending on the type of services offered by institutions offering it, such as private and public crèches, kindergarten, day-care centres, nursery schools and reception schools. The above terms will sometimes be used interchangeably.

In Botswana PE is regarded as basic education because of its significant role in the sustainable development of the country and its tendency to promote a holistic development of children (Kabay, Wolf, and Yoshikawa 2017). Palmer (2015) indicates that PE plays a key role in building a foundation for the physical development as well as teaching and learning of young children.

The purpose of this study was to explore the experiences of Botswana's preschool teachers on the implementation of the 2012 Integrated Early Childhood Development (IECD) curriculum. The 2012 IECD curriculum framework clearly indicates that PE should be the mandate of the Ministry of Basic Education (MoBE), formerly called the Ministry of Education and Skills Development (MOES&D). The policy advocates for the teachers' acquisition of relevant qualifications and for the provision of relevant resources.

Studies indicate that teachers still face challenges of effectively implementing the 2012 IECD curriculum. Pence, Amposh, Chalamanda, Habtom, Kameka and Nakunda (2004) posit that some of the challenges include insufficient monetary resources, deficiency of incorporated and inclusive harmonisation of operational mechanisms, lack of specific guidelines on policy implementation, and lack of a ministry responsible for preschools. Williams Sheridan, Harju-Luukkainen, Samuelsson (2015) reported similar findings although they were more specific to their countries' unique background.

1.2 BACKGROUND OF THE STUDY

Firstly, the term ‘curriculum’ originates from Latin and refers to a field on which athletes race (Gholami, Rahimi, Ghahramani and Dorri 2016). This implies that a satisfactory coverage of the curriculum involves step by step movement through the stages of the curriculum as is the case in an athletic competition. Like in athletics, curriculum implementation follows set boundaries and regulations.

Secondly, Nordquist, Sundberg and Laing (2016) describe a curriculum as an act of instruction and acquisition of skills. Furthermore, Abdulai (2017) defines it as all the experiences of teaching and learning in a school. On the other hand, curriculum implementation is defined by Wood and Hedges (2016) as either the conceptualisation or enacting of a curriculum. This suggests that teachers should not only understand the curriculum, but they should also implement it the way they understand it. Wood and Hedges (2016) and Yurdakul (2015) further posit that curriculum implementation involves teaching or developing children’s desired skills. In other words, children are the centre of curriculum implementation. Rusman (2015) further suggests that the operational definition of the term curriculum involves employment of the curriculum framework, blueprint or the syllabus itself. This involves the actual implementation of the objectives and learning outcomes stipulated in the curriculum and the use of specific teaching methodologies.

Successful curriculum development and implementation of the PE curriculum have been reported in some countries. Two specific countries, New Zealand in the Southern Europe and Sweden in Northern Europe, are reported in this study in recognition of their use of unique PE curriculum implementation strategies. More detailed information about these countries is provided in Chapter 2.

Sweden forms part of Nordic countries leading in the implementation of the world’s best PE curriculum (Palmer 2015). This country boasts of a preschool curriculum framework referred to as Skolverket. According to Swedish National Agency for Education (SNAE) (2018), the Skolverket document is aimed at providing important values and guidelines for local implementation of the curriculum in various preschool settings. It is also

perceived to be both integrative and holistic. This means that it aims at developing children at preschool level in all the areas to achieve maximum skills development.

New Zealand on the other hand boasts of a curriculum blueprint called Te Whāriki. This curriculum framework is reported to cover all aspects of preschool learning needs for children from birth until they enter formal school (Ministry of Education 2017). Te Whāriki is reported to be an inclusive curriculum aimed at attending to all developmental needs of children for their holistic development.

Examining the curriculum frameworks of the above two countries will enable the researcher to recommend the PE curriculum implementation strategies that they use and apply them where possible in Botswana.

1.2.2 The Status of Preschool Education Curriculum Implementation in Botswana

Maundeni (2013) indicates that in Botswana a number of factors have contributed to the slow development of PE. One of the factors advanced is that PE is dually administered by the Ministry of Basic Education (MoBE) whose mandate is to provide teacher training and welfare; as well as the Ministry of Local Government, and Rural Development (MLGRD) who provides teaching and learning resources. Another factor advanced by Maundeni (2013) is that PE is often perceived as not valuable. As a result, it is less financed than primary, junior, secondary and tertiary levels of education.

Until 1977 PE did not belong to the MoBE ever since independence in 1966. In 1977 the first education policy named the National Education Policy (NPE) recommended that PE should belong to the MoBE. In 1994, the second education policy named the Revised National Policy on Education (RNPE) recommended that the Pre-primary Education Department should be established (Bose 2008). Bose (2008) further indicates that the first PE policy named the National Day Care and Childhood Policy (NDCCP) was introduced in 1980 followed by the 2001 Early Childhood Care and Education Policy (ECCE). It is important to note that despite these policies, preschool curriculum standards did not exist as observed by (Maunganidze and Tsamaase 2014). The above policies

mainly promoted access and equity of PE, but did not recognise the importance of the curriculum implementation process.

Furthermore, according to Ministry of Education (2012), although PE curriculum standards have since improved through intensive reviews that followed the formation of the Pre-Primary Unit within the Ministry of Education, more than five years have passed since the release and application of this framework. Hence the researcher found it valuable to investigate the experiences and reflections of the implementers or preschool teachers.

1.3 RATIONALE OF THE STUDY

Experience shows that teachers often find it challenging to implement a new curriculum. They often find themselves in a situation similar to that described by Black and William (1998)'s "black box theory" which posits that:

"...certain inputs from the outside; pupils, teachers, other resources, management rules and requirements, parental anxieties, standards, tests with high stakes, and so on are fed into the box. But what is happening inside the box? How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside?"

Teachers are often expected to teach children effectively and to produce much desired results. Against this background, the following questions remain unanswered: *What are teachers' contributions towards the curriculum implementation process? Are views and reflections of teachers considered in curriculum development and implementation?*

This study argues that teachers are not usually consulted at the initial stage of curriculum development. In 2012 when the curricular and syllabuses were reviewed in Botswana after 10 years, only few teacher representatives were invited to attend curriculum review forums. Gholami et al (2016) argue that for effective curriculum development and implementation to be achieved, teachers, children and schools should work harmoniously. With a view to that, this study therefore examined the experiences and reflections of teachers in implementing the PE curriculum. The researcher's main

intention was to unearth teachers' experiences in implementing the 2012 IECD in order to partake in assisting the government on policy formulation relating to training of teachers and curriculum implementation issues.

1.4 PROBLEM STATEMENT

The preschool curriculum was introduced to guide preschool teachers, education officers, parents and caregivers and to help them focus on the expected academic outcomes at this level of education (Ministry of Education and Skills Development 2012). In Botswana the pre-primary curriculum framework proposed by MoBE under the Department of Curriculum and Evaluation (DCE) was designed to holistically develop and equip children aged zero to six years with relevant skills. Despite this noble intention, it is not clear whether PE teachers are able to adhere to the set standards of the PE curriculum.

The gap existing between the education policy developers and preschool teachers is still wide with regard to understanding the instructional approaches, the availability of resources, and teachers' qualifications. The aim of this study was to investigate the relevance and adequacy of preschool teacher training in Botswana, as well as the ability of the teachers to conceptualise, interpret and enact the curriculum as per expectation. The study also sought to investigate the sufficiency of teaching and learning resources, quality of infrastructure and other teaching materials, and the quality of supervision and implementation of the suggested curriculum. Data for this study was collected using the qualitative research approach comprising interviews, studying of some documents and observation schedules.

Although significant educational developments are on-going to promote PE in Botswana, a number of critical issues still need to be addressed. According to the Ministry of Education and Skills Development (2015), lack of properly trained preschool personnel and relevant resources has resulted in children failing to effectively participate in the formal learning grades even at a later stage of their lives due to insufficient stimulation and poor development. At one of the preschool's graduation ceremonies for Level 3 Certificate, held at Open Baptist Church, Blue Tree in Gaborone, Botswana, one of the graduates was reported to have stated that educating teachers on proper curriculum

implementation would be very vital for promoting PE (T 2013). It is against this background that this study examined the views and reflections of preschool teachers in Francistown, Botswana in their endeavour to implement the 2012 IECD curriculum.

1.5 RESEARCH QUESTIONS

1.5.1 Main Research Question

The principal research question guiding this study was:

- What are the experiences of preschool teachers in the implementation of the 2012 IECD curriculum framework in Francistown, Botswana?

1.5.2 Secondary Research Questions

The secondary questions were:

1. What form of training were preschool teachers offered towards implementing the 2012 IECD curriculum?
2. What effect did government support in relation to resources provision and material play have on the implementation of 2012 IECD curriculum?
3. What resources and support strategies do teachers use to implement the 2012 IECD curriculum?
4. What kind of training guidelines do teachers followed to implement 2012 IECD curriculum?

1.6 AIMS AND OBJECTIVES

The overarching aim of this study was to investigate the experiences of teachers in implementing the preschool curriculum. In order to achieve this, the specific objectives of this study were to:

1. Examine the form of training offered to preschool teachers with regard to effective implementation of the 2012 IECD.
2. Examine government support in relation to provision of resources and material play for effective implementation of the 2012 IECD curriculum.
3. Explore resources and support strategies used by teachers to implement the 2012 IECD curriculum

4. Recommend training guidelines that can be used for the 2012 IECD curriculum implementation.

1.7 PRELIMINARY LITERATURE REVIEW

The literature review in this study is presented in two parts. The first part explores global, international and local perspectives on curriculum implementation. It categorically discusses the following factors: teachers' training backgrounds, teachers' experiences, availability of resources, instructional supervision and support offered to teachers for effective curriculum implementation. The second part of the literature review addresses the theoretical assumptions underpinning the findings of this study.

1.7.1 Theoretical Framework

Grant and Osanloo (2014) postulates that a theoretical framework provides a foundation for the literature review and all the procedures for research methodology. What this suggests is that without a theoretical framework the structure and vision of a study becomes unclear, and difficult to understand. The study's literature review was underpinned by two main theories of Edward Bandura's Social Cognitive Learning Theory (SCLT) and Etienne Wenger's Communities of Practice (CoP), which all emanate from the Social Learning Theory (SLT) or Social Pedagogy (SP).

1.7.1.1 Edward Bandura's SCLT

Curriculum implementation occurs through observation and is influenced by the processes of modelling behaviours (Tri Harinie 2017). This suggests that the manner in which the model or the teacher teaches the children highly affects their understanding. Bandura's SCLT propounds that teachers play a huge role of modelling the implementation of a curriculum. The views, experiences and strategies applied by teachers have a huge impact on the children's learning. This study argues that teachers should use activities that motivate the children for learning to effectively take place.

1.7.1.2 Communities of Practice Theory

CoP refers to groups of people with common goals, desires and expectations towards completing a specific activity or realising their dream (Wenger 1998). According to McDonald and Star (2014:1), the practice of "teaching can be an isolated and private

experience” but CoP can serve to provide teachers with a safe community to share and grow their practice. CoP recommends that teachers should form associations that can improve the effectiveness of their work. The correlation between Edward Bandura’s SCLT and Etienne Wenger’s CoP is fully described in Chapter Two, section 2.8 where the two theoretical frameworks are infused.

1.8 RESEARCH METHODOLOGY

A research methodology describes procedures for carrying out the study including research design, theory, type, population and sampling procedures (McMillan and Schumacher 2010). However, Kothari and Garg (2014) argue that although some researchers interchangeably use ‘methods’ and ‘methodology’, the two terms differ in that methodology encompasses all the procedures of carrying out research including methods and logical explanations while methods mainly focuses on providing validation for the chosen research instruments. Methodology in this study refers to all the research processes that were undertaken by the researcher in carrying out the research.

1.8.1 Research design

The term ‘research design’ means the overall logical stand that the researcher employs in order to understand the underlying meanings of the issues emanating from conducting the research (Creswell 2014). Fouche and Schurink (2011) further assert that a research design situates the chosen research approach or focuses on how the researcher intends to study the occurrence of events.

Creswell and Creswell (2018) identify the following research designs: case studies, phenomenology, ethnographies, as well as critical and action research. Each design is perceivably determined by a study’s problem statement, research questions and data collection methods employed by the researcher.

1.8.1.1 The Chosen Design

Considering the main research question asked by this study, *‘What are the experiences and reflections of preschool teachers in implementing the 2012 IECD curriculum in Francistown, Botswana’*, called for employment of a phenomenological design. The researcher envisaged that the data answering this question was going to be qualitative

because it would be based on the daily experiences of teachers. McMillan and Schumacher (2010) and Fouche and Schurink (2011) indicate that phenomenological research designs examine the lived experiences of research participants.

1.8.2 Research Paradigm

A research paradigm can be described as the lens through which knowledge is going to be constructed and interpreted (Chilisa and Kawulich 2012). According to Chilisa and Kawulich (2012), any paradigm consists of ontology - that is what reality is; epistemology - meaning how knowledge can be created; axiology - the values brought into the study by the researcher; and research methods - which entail the strategies and techniques, intended to collect data. According to Terre Blanche and Durrheim (2010), paradigms are either positivist, post-positivist, interpretive or constructivist, or transformative.

The interpretive paradigm was used in this study for reasons that will follow soon. According to Kivunja and Kuyini (2017) and Rahi (2017), the interpretive paradigm is a school of thought that can be equated to social constructivism. This paradigm propounds that in order for the researcher to get to the real understanding of the occurrence of events, she or he needs to be actively involved by engaging with the participants. The Interpretive paradigm is based on the ontological assumptions that reality is socially constructed, bound to subjectivity and multiple realities. The selection of a paradigm is determined by the title, problem statement and the formulated research questions (McMillan and Schumacher 2010).

The title of this study focuses on preschool teachers' views and reflections on the implementation of the preschool curriculum in Francistown, Botswana. The nature of this title implies that individual teachers would give different opinions pertaining to their unique experiences and interpretations of the preschool curriculum. Chapter three will elaborate further on the different research paradigms and provide justification for the chosen one. In order to give more understanding on the significance of the research paradigm used in this study, the following section will provide an account of the relevant related research approach.

1.8.3 Research Approach

A research approach or methodology refers to a strategy that a researcher employs in conducting his or her research processes (Johnson and Christensen 2014). Grover (2015) and Creswell and Creswell (2018) indicate that research approaches are influenced by the researcher's paradigm or philosophical stand or the position that he or she has taken in viewing the world, as well as by research designs and methods he or she chooses. They cite three main research approaches being qualitative, quantitative and mixed methods.

As already indicated, the qualitative research approach was selected for this study because it focuses on the participants' opinions rather than on statistical or quantitative data. The researcher did not use the mixed methods approach or triangulation of statistics with opinions and views of participants as suggested by Mphahlele (2018) in order to reduce any possibility of the researcher being bias in conducting, analysing and reporting data. In this case, the researcher did not use statistics or quantitative data.

The title of this study shows that the researcher was studying different experiences and opinions of teachers. Qualitative research carefully describes experiences, perceptions and actions of participants in the manner in which they occur (Moran 2013).

1.8.4 Research methods

The following section presents data collection and analysis procedures employed in this study.

1.8.4.1 Study Population

A population refers to all subjects and people who meet a specified criterion for a research investigation (McMillan and Schumacher 2010). Furthermore, Durrheim and Painter (2010) broadly define a study population as the composition of all groups of subjects, people and places from which the researcher intends to collect information. The total population for this study was assumed as all the public preschools, each school principal and education officers involved in the implementation of the 2012 IECD curriculum.

1.8.4.2 Study Sampling

Since it is not possible to reach all of the subjects as mentioned above due to time, funds and the seemingly large volumes and unmanageable data that can be collected, the researcher is compelled to demarcate a sample for his or her research. McMillan and Schumacher (2010) describe a sample as a fraction of research participants or key informants selected from the whole study population. It is a group of individuals, items, or events that represent the characteristics of the larger group from which data or information is drawn. It has been indicated that the population target was too broad hence, the researcher conducted sampling process as described below.

A total of eight research participants were sampled. According to Malterud and Guassora (2016), a small study sample is suitable because qualitative researches do not need to use large samples because they prefer to interact with the participants during the data collection process and to collect larger volumes of data. Only Francistown public preschool teachers, principals and education officers were selected in the sample of this study for purposes of obtaining data in real form as was occurring in the different sectors. The sampling procedure was purposefully conducted and for the teachers simple random purposeful sampling was employed because there were cases when there would be more than two teachers practicing within one school. Furthermore, school principals from each of the preschools selected and education officers in Francistown had participated in the implementation of the preschool curriculum due to their job descriptions. Education officers included Principal Education Officer (PEO) for the Francistown North East region; as well as the Principal Education Secretary (PES) from Francistown City Council (FCC) under the Ministry of Local Government. They were also purposefully sampled as they directly assisted in directing the implementation of the 2012 IECD curriculum. More details on the criteria used to select the selected population are presented below in sampling procedures.

1.8.4.2.1 Sampling Procedures

Gay, Mills and Airasian (2012) indicate that different research approaches employ different sampling procedures. Qualitative researches commonly use purposive sampling consisting of one or more sampling processes such as random, snowballing or quota sampling.

As already indicated, purposive sampling was employed for the selection of three preschools, the two education officers and two principals while purposive random sampling was used for selection of four preschool teachers, two from one preschool and one from each centre. More details on the how this procedure was carried out are fully addressed in Chapter three.

1.8.4.3 Data collection tools

Qualitative data collection methods include interviews, document review and participant observation (Chowdhury 2015). Face-to-face interviews, observations and documents reviews were conducted to collect data for this qualitative phenomenological study. Table 1.1 below summarises the data collection methods used in this study.

Table 1:1 The chosen data collection methods, adapted from Mphahlele (2018)

Form of data collected	Data collection tools used	Specific data source
Participants' views, perceptions and reflections on the implementation of the 2012 IECD curriculum	Interviews	Preschool Education teachers, School principals and PEO
Reflections on teachers' experiences in implementing the 2012 IECD curriculum	observations	Preschool Education teachers

Records on the 2012 IECD curriculum implementation	documents	2012 IECD curriculum framework, schemes of work and lesson plan booklets, Pre-primary specifications guidelines for learning resources, 2017 Reception class resources distribution list, 2017/18 trend for Pre-school furniture distribution, 2018 Preschool workshop training programme

1.8.4.4 Data analysis

The aim of data analysis is to interpret data in order to answer the main research questions. Creswell (2012) indicates that data analysis takes place throughout the whole research process. Data for this study was analysed using hand coding instead of computer analysis tools such as Atlas ti. The interview data was recorded; professionally transcribed verbatim; and manually coded using the Microsoft “review” and “add comment” tool to extract emerging themes. Data from observations and documents was analysed and contextually corroborated with the interview data.

1.9 Reliability, Validity and Trustworthiness

The terms ‘reliability’ and ‘validity’ are consistently used in both quantitative and qualitative researches to promote rigour and to make the research findings more trustworthy. Hadi and José Closs (2016) indicate that novice qualitative researchers usually find it challenging to demonstrate the reliability, validity and trustworthiness of their research findings. Moreover, they struggle to employ methodologies that can help the reader to clearly understand and appreciate their study’s preparation, organisation, reliability and validity (Elo Kääriäinen, Kanste, Pölkki, Utriainen, and Helvi 2014).

1.9.1 Reliability

Reliability refers to the degree to which the results of a research are comprehensive, trustworthy and verifiable (Van der Riet and Durrheim 2010). Sometimes the following terms are used interchangeably with reliability: credibility, transferability, dependability, and confirmability.

Credibility refers to an extent to which a study can be trusted or believed. Elo et al (2014) indicate that credibility is ensured when appropriate research methods are employed and triangulated. Transferability is about the extent to which the findings can be extrapolated and applied to other situations. It is ascertained by providing feedback to the participants and counter-checking or determining whether the feedback correlates with the previous findings. Dependability denotes the stability, repeatability and verifiability of the data collection processes (Kivunja and Kuyini 2017). To achieve dependability in-depth methodological descriptions must be provided. Furthermore, the researcher should apply verifiable techniques and knowledge to make sure that the findings truly emerge from the data as expected. Confirmability refers to the degree to which others corroborate or agree with the research findings.

1.9.2 Validity

Validity refers to an extent to which a researcher's findings represent the phenomenon he or she is measuring. Durrheim (2010) indicates that validity refers to correctness and believability of the report on research findings.

1.9.3 Trustworthiness

Trustworthiness, reliability and validity measure the legitimacy of the findings in qualitative studies (Anney 2014). Trustworthiness increases when research methods are triangulated or where more than one data collection method is employed (Shawar and Shiffman 2017).

1.10 ETHICAL CONSIDERATIONS

Ethical consideration refers to the protection of the research participants' identities and views. According to McMillan and Schumacher (2010), ethical considerations in research are aimed at promoting good research skills practices, thereby enhancing accountability and integrity in the world of research. Different institutions have a compilation of common applied research ethics. UNISA guidelines on ethical considerations of 2018 indicate that researchers, as professionals should highly respect their subjects and publish correct and approved information by the participants. It clearly states that upholding proper research ethics would assist the researcher to make informed decisions about disseminating evidence-based research.

Permission to conduct this research was sought from the Francistown regional education office. The participants were requested to sign letters of consent distributed to the participants. Pseudonyms were used to protect the interviewees' names.

1.11 STUDY'S DELIMITATIONS

Delimitations refer to specific parameters and demographics of a research study (McMillan and Schumacher 2010).

The current study focused on poorly performing preschools in Francistown. The schools were chosen because they possessed similar curriculum implementation characteristics and challenges as observed by the PEO who assisted the researcher to select them. Private preschools were not selected because they are not obliged to implement the new preschool curriculum.

Regarding the study population, the researcher involved only preschools teachers, school principals and education officers who had been assigned to implement the 2012 IECD.

1.12 DEFINITION OF OPERATIONAL KEY TERMS

1.12.1 Preschool

A preschool refers to either a place or stage at which young children aged zero to six years attend school for purposes of developing their skills. Some scholars refer to it as ECD or ECE. Kazu and İş (2018), state that preschool stage can extend up to eight years. Like in Kenya, in Botswana a preschool is called a kindergarten, play school, crèche, day care, reception or nursery. The International Labour Organisation (ILO) (2012) uses the above terms interchangeably. These concepts apply also used in Botswana where the research was conducted. The term 'preschool' will predominantly be used in this study to refer to a school enrolling pre-primary school children under the ages of five to six.

1.12.2 Preschool education

PE refers to the level before primary education in Botswana. According to ILO (2012), the concept of preschool education can be divided into three phases being babies (zero to two and a half years), toddlers (two and half to three and half or four years) and pre-schoolers or reception years (four and half to five or six years). The babies' stage can further be sub-divided into zero to two and half year-old, three months, four to nine months, 10 to 18 months and 18 to 24 months. In this study PE refers to education given to children aged between five and six years.

1.12.3 Preschool Teachers

Preschool teachers are professionals responsible for attending to the holistic developmental needs of children (Cherry 2013). For this study, preschool teachers refer to all the qualified or unqualified personnel involved in developing the skills of children in different public preschools. Unqualified personnel are also included because a Nigerian Igbo and Yoruba proverb say, "it takes the whole village to raise a child."

1.12.4 Holistic development

According to Mahmoudi et al (2012: 178), holistic education develops a child to become well-rounded and whole in terms of "cognitive, physical, spiritual, emotional, social, aesthetic as well as the relationships between the individual and other people, the

individual and natural environment and the inner- self.” It is mainly characterised by the idea that educational experiences should be implemented more from the spiritual worldview so that the child can attain a more balanced life even in the future. Holistic education is concerned with full life experiences as opposed to narrowly defined and one-sided basic skills. The above definition of holistic education is borrowed by this study.

1.12.5 Curriculum

A curriculum refers to a guiding template used to direct a child’s holistic development (Yurdakul 2015). Osei-Poku and Gyekye-Ampofo (2017) posit that a curriculum can either be compulsory, optional or fragmented. All activities in a curriculum are blended by the teacher to develop children cognitively, emotionally, physically, spiritually and socially. However, Gholami et al (2016) suggest that trying to define this term is difficult because of the wideness of its meaning, but advise that it can be defined in terms of a list of topics taught at school. For the purpose of this study, the term curriculum refers to a guide or blueprint that assists teachers to develop children using appropriate methodologies and strategies.

1.12.6 Curriculum implementation

Different curriculum or instructional approaches are used by teachers and children in the teaching and learning processes (Ntumi 2016). Yurdakul (2015) suggests that curriculum implementation involves either adopting or adapting the curricular objectives and content with a certain degree of flexibility.

1.12.7 Teacher Training

Teacher Training or Professional Development (PD) refers to empowering preschool teachers as well as those at other levels with specific knowledge and skills to enable them to nurture children (Lutrick and Szabo 2012). According to Brown, Cheddie, Horry, and Monk (2017), PD seeks to share and improve the quality of childcare practices. It implies that for teachers to be able to carry themselves in ways that are ethically acceptable in the teaching job, they need to be trained.

1.13 CHAPTER DIVISION

Chapter 1 presents the introduction and background of this study. Specifically it contains the problem statement, research aims and questions, as well as an overview of the literature review. It also contains the research methodology and defines key terms used in this study.

Chapter 2 comprises two parts: The first part paraphrases literature on curriculum implementation with particular reference to the following themes: teachers' training backgrounds, teachers' experiences, availability of resources, as well as instructional supervision and support offered to teachers. The second part discusses Edward Bandura's SCLT and Etienne Wenger's CoP theories that provide a framework to the findings of this study.

Chapter 3 describes the research methodology of this study as well as the study population, sample, sampling procedures and data collection strategies. Issues of ethics, reliability, validity and trustworthiness are also explained.

Chapter 4 presents data analysis techniques and interpretation of the results. As indicated previously, the data was coded into meaningful themes.

Chapter 5 summarises the findings of this study according to themes, and makes logical recommendations.

1.14 CHAPTER SUMMARY

This chapter provided an introductory background to this study and a general overview of the concept of curriculum implementation. The statement of the problem, research questions, as well as the rationale and significance of this study were also provided. Furthermore, the research methodology, research design, research paradigm, and data collection methods were described as well as the study population, sampling, sampling procedures, and data analysis techniques. Also presented were the delimitations of the study as well as operationalised key terms. The following section focuses on reviewing of related literature of the studied phenomenon and the theory from which it is understood.

CHAPTER 2- REVIEW OF RELATED LITERATURE

PERSPECTIVES ON PRESCHOOL CURRICULUM IMPLEMENTATION AND ITS THEORETICAL FRAMEWORKS

2.1 INTRODUCTION

Kaniki (2010) asserts that when researchers set out to conduct a scholarly investigation, they do not do it in vain but in relation to what other scholars would have acted upon. This implies that literature review is the critical analysis and presentation of other researchers' work. Below is a presentation of literature on preschool teachers' experiences in the implementation of preschool curriculum in different parts of the world.

2.2 CONCEPTUALISING THE MEANING OF PRESCHOOL CURRICULUM AND CURRICULUM IMPLEMENTATION

The terms 'curriculum' and 'curriculum implementation' have been operationally defined differently by different scholars in Chapter 1. The concept of curriculum can be recognised as a connection between a teacher and a child to achieve certain learning outcomes (Gholami et al 2016). This definition implies that a curriculum contains all contents and methods that authenticate children's learning and development, and that it is applicable across all levels of learning from preschool to the highest level of education. This is because it answers the questions "what to teach?" and "how to teach it". In this dissertation, the term "curriculum" was used to refer to the framework or blueprint that is used by preschool teachers in all their daily teaching and learning activities otherwise referred to as the 2012 IECD curriculum.

According to Chaudhary (2015), curriculum implementation involves the process of organised assistance to both teachers and children in order to ensure that instructional strategies are actually delivered at classroom level to meet the developmental milestones of children. In this study, curriculum implementation refers to the conceptualisation and practice of the teaching and learning process. The curriculum implementation process involves the teacher's understanding and gauging of the intended learning outcomes.

2.1 A philosophical overview of preschool curriculum and its implementation

A considerable number of studies indicate that children have the potential of wholly developing either alone or interpersonally, depending on the curriculum they are exposed to. Bahmaee, Saadatmand, and Yarmohammadian (2015) caution against the tendency of separating or applying all philosophical pedagogies while implementing the curriculum. They advise that appreciation of these revolutionary underpinnings would assist in understanding how best teachers and children can apply their everyday teaching and learning processes. This formed the central thesis of this research as it intended to investigate teachers' experiences and reflections on the implementation of the preschool curriculum.

Preschool education's historical background and the conceptualisation on theories of child development form the basic principles of young children's learning as suggested by Kazu and Is (2018). These basic principles as perceived by the past generations were ideologies based on religious, ethnic, political and economic pressures of the times. Atli et al (2016) indicate that the philosophy of formalising preschool education and its curriculum implementation can be traced from the eighteenth century. Other proponents of preschool education include Jean- Jacques Rousseau (1712- 1778), Johann Pestalozzi (1746- 1827), Friedrich Froebel (1782- 1852), John Dewey (1859- 1952) and Maria Montessori (1870- 1952). These philosophers are believed to having perceived preschool education as a child-centred pedagogical system, coupled with the significance of play and the idea of the classroom as a social community. Lev Vygotsky, Jean Piaget and Maria Montessori's philosophies inform this study even though they have slight differences. Most importantly these contemporaries advocate for child development and at the epicentre of their argument for effective curriculum implementation is play. They were consulted for this study because they support constructivism and concur that children learn and develop independently and are not copy cats (Bodrova 2003).

Lev Vygotsky, a Socio-Constructivist Psychologist, believed that human learning is a social process and suggested that play should form the basis of any curricula (Ngigi Kang'ethe, Wakahiu and Karanja 2015). He also theorised that "different domains of development are influenced by human evolution (phylogenesis), development of human

cultures (socio-cultural history), individual development (ontogenesis) and development which occurs during the course of a learning session or activity or very rapid change in one psychological function (micro genesis)". All these are believed to centre on the fact that children enjoy playing and as they do so they learn and develop voluntarism and experiential characteristics. This suggests that learning activities carefully infused with play would make the children more motivated to learn and to express themselves.

Vygotsky (1978) suggests that play originates from appropriate and viable mental functions. This implies that as children begin to play they have already registered in their brains what they want to achieve, although they may not express that verbally. This explains why a child would cry to play with a certain object but upon asking them what they want to use it for they would fail to express themselves and would easily forget about it when they are given a different object.

Shabani, Khatib and Ebadi (2010) advocate for Vygotsky's Zone of Proximal Development (ZPD) and scaffolding in order to promote children's learning and teacher's professional development. ZPD is referred to as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (Vygotsky 1978:86). This implies that any normal child has the potential to learn independently but can achieve more learning through being properly guided. That is, there is a probable difference between what the child can learn alone and when there is a teacher. This is referred to by Vygotsky as the "More Knowledgeable Other" (MKO).

Scaffolding involves assisting a child to achieve a certain learning process. Kamil (2017) indicates that scaffolding represents all the activities that occur in the classroom that help children to learn effectively. Kamil (2017) argues that learning activities and resources provided for reinforcement of learning should be removed once the child masters a particular skill they are learning.

According to Carey, Zaitchik and Bascandzhev (2015), the above analogy is related to Jean Piaget's Theory of Cognitive Development. The theory posits that learning occurs

when children interact within a specified environment and among themselves. Piaget formally trained as a Natural Scientist but developed interest in studying children's learning processes while working with Theodore Simon, the core-creator of the first intelligent test. Like Vygotsky, Piaget emphasised on the value of play to increase learning, but added that learning occurs and increases in stages. He refers to these learning processes as the Stages of Cognitive Development which encompass the Sensory Motor, which occurs from birth up to about two years. The stage is characterised: by discovering new ideas or information and repeating it in order to master it. The second stage is the Pre-operational stage (two to seven years) in which the child expands on her knowledge through using language and memorising activities. The third stage is the Concrete stage which occurs between the ages of seven and eleven and is characterised by logical and systematic manipulation of objects. Finally, the formal operational stage occurs from the adolescent stage up to adulthood whereby learning is characterised through the use of multiple and abstract objects.

Maria Montessori, who introduced Montessori preschools, believed that each child deserves fair treatment when receiving education and care in order to be a well-rounded individual (Osei-poku and Gyekye-Ampofo 2017). Maria Montessori was an Italian Medical Doctor who was influenced by Pestalozzi. Pestalozzi believed that a teacher must have a special form of training consisting of both intellectuality and the ability to respect and sympathise with children in order to touch their hearts.

While dealing with children, Montessori is said to have observed that children, who did not grow cognitively, actually needed appropriate stimulation in order to develop (Kofa 2017). She found in her experiment that mentally disturbed children's unique senses needed to be nurtured in order for them to become independent learners.

Montessori also believed that children should be allowed to freely explore and interact with one another and with their teachers. Kofa (2017) indicates that a teachers' main role is to observe and promote a developmentally appropriate environment by guiding and providing the needed learning materials for the children. This kind of learning framework allows children to properly learn and explore concepts relevant to their potential.

2.2.2 Global status of preschool curriculum implementation

Although preschool curriculum implementation approaches vary, they all require integrative methods of teaching (Victorian Curriculum and Assessment Authority 2008). Nordic countries such as Sweden have been acknowledged as the best implementers of preschool curriculum. For Example, Sweden is reported to have made home and centre-based PE compulsory to the Ministry of Education. Furthermore, a universal curriculum has been implemented and focuses mainly on setting the principle for whole life learning (The National Agency for Education 2011). All the above international endeavours have been put in place to assist children to become well rounded and transit well into the formal teaching and learning system and into life in general.

New Zealand is another European country reported to have achieved remarkable milestones in preschool curriculum development and implementation. It has successfully implemented the 'Te Whāriki' curriculum blueprint that advocates for the development of children from birth to five years from different socio-cultural and economic backgrounds. According to the Ministry of Education (2017), the different communities from which children come significantly influence the manner in which the curriculum should be implemented. This denotes that each child's background is highly considered when planning daily teaching and learning activities. One of the local languages in New Zealand has an expression that says, "A tree comes from one seed but bears many fruits." This suggests that the community's united effort to develop the children through the preschool curriculum has significantly borne fruit. Similar expressions in Africa, including Botswana such as "it takes the whole village to raise a child" and "home is where life is found in all its fullness" illustrate the importance of upholding and promoting varied socio-economic activities to raise and teaching of children.

2.2.3 Sub- Saharan overview of preschool curriculum implementation

Like Nordic countries, Sub-Saharan countries like Ghana and South Africa have also successfully implemented PE. In South Africa, according to Department of Basic Education (2009), a curriculum-related policy initiative focusing primarily on the early learning needs of children from birth to four years referred to as National Early Learning Development Standards (NELDS) exists; as well as the South African National

Curriculum Framework for Children from birth to four. These policy documents guide teachers, parents and child carers to develop integrated activities for the promotion of holistic development in children. On the other hand, Abdulai (2017) indicates that Ghana's preschool education is guided by a standardised curriculum developed by the Ghana Education Service in collaboration with UNICEF. This curriculum is used by all public preschools in Ghana. According to Abdulai (2017), the curriculum shapes the learner's physical, emotional, spiritual, and cognitive development and provides guidelines for the various activities such as the use of play songs, games, object identification and descriptions.

Botswana can benchmark from New Zealand, Sweden, Ghana and South Africa to improve the implementation of the PE curriculum. A local expression in Botswana says, "What you help a child to love is more important than what you help him or her to learn." Like the above countries Botswana's preschool curriculum framework endeavours to promote quality early learning support to children aged zero to six years through "play based learning, appreciation and value of local culture, modern approaches to learning, devising learning experiences for school transition, developmental competencies, progression and school retention" (Ministry of Education 2012:8). Furthermore, numerous teaching methods have been employed to motivate children to learn. However, there seems to be a gap in the implementation of PE curriculum in Botswana. It is assumed teachers do not recognise the country's cultural diversity when implementing the curriculum. Conversely in Nordic countries, for instance, according to The Nordic Council of Ministers (2016), the diversity between countries and within each country is highly considered when implementing the curriculum. The Nordic countries share ideas but each applies the curriculum according to their local needs.

2.3 TEACHERS' VIEWS AND EXPERIENCES IN IMPLEMENTING THE PRESCHOOL CURRICULUM

A growing body of literature recognises the fact that teachers and children play a pivotal role on curriculum implementation. It has been found that teacher involvement in the design of curriculum activities could influence its effective implementation because teachers can plan relevant classroom activities (Abdulai 2017).

Ntumi (2016) found that in the Cape Coast Metropolis in Ghana preschool teachers did not fully understand the curriculum due to inadequate teacher training and experience. The findings of the above study suggest that the influence of the teacher in the process of curriculum implementation is incontestable.

Furthermore, in Sweden Lohmander and Samuelsson (2015) found successful implementation of a play based learning curriculum was influenced by teacher efficacy and class size. The findings of the above study showed that a larger class size made it difficult for teachers to closely monitor and communicate with the children, particularly in Language, Science, Mathematics and Art. Conversely, Williams et al (2015) found that in Sweden successful curriculum implementation was influenced by teacher incapacity to deal with the children's different learning needs rather than by class size. However, it should be noted that, as previously indicated, the PE Nordic countries are very advanced despite the above mentioned limitations.

2.4 TEACHERS' TRAINING BACKGROUNDS IN IMPLEMENTING THE PRESCHOOL CURRICULUM

Bayar (2014) indicates that teachers play a significant role in organising, monitoring and assessing academic and non-academic activities and therefore, should be adequately trained to effectively impart the necessary skills to the children. This suggests that there is a direct link between curriculum implementation and teacher training at every level of education.

Stanišić and Maksić (2014) found that in Serbia, primary school teachers were inadequately trained to effectively implement the environmental education curriculum. Furthermore, Kennedy (2016) found that in the United States professional development or teacher training directly influenced the children's positive attitude towards learning. The empirical evidence from this study showed that continuous training could gradually improve the teachers and their teaching methodologies gradually. On the other hand, lack of training was reported to have contributed to the teachers' insufficient and inefficient use of the proposed curriculum and to the children's low performance.

Still in the USA, Zahnd et al (2017) carried out another investigation about community-based participatory research on involvement of schools on promoting effective interventions on prevention of childhood obesity. The study showed that community engagement, curriculum support, professional teacher training, and evaluation of employed strategies could make teachers more efficient. The study further showed that trained reported a positive outlook on implementing the prescribed curriculum.

In Botswana formal teacher training and curriculum implementation in PE remains a contentious issue because the curriculum framework is new. It still remains important to answer the question 'to what extent are teachers trained towards promotion of effective curriculum implementation?'

2.5 CHILDREN PARTICIPATION IN CURRICULUM IMPLEMENTATION

As previously indicated in this study, children play a pivotal role in determining the success of curriculum implementation. Skolverket (2011) and Abroampa (2018), posit that children's unique behaviours, developmental stages and socio-economic backgrounds determine how and what they should be taught. In contemporary teaching and learning, students are no longer seen as passive recipients of knowledge. They should therefore be engaged through meaningful teaching and learning activities and assessment processes.

In Malaysia, Rahim, Sulaiman and Sulaiman (2017) investigated teachers' perceptions on the Standard-based English Language Curriculum in Malaysian Primary Schools. Their work examined the extent to which the implementation of the proposed curriculum affected both teachers and children. The findings of this study showed that the new curriculum encouraged children to become active learners as it allowed for different language abilities and promoted independent learning. Empirical evidence from this study shows that direct involvement of children in curriculum implementation positively affects their learning and growth.

Contemporary literature advocates for flexible timetabling and democratisation of learning activities in PE. Shmis, Kotnik and Ustinova (2014) examined the correlation between teaching methodologies and classroom seating in the Russian preschools, and how they

influenced learning and behavioural abilities of children. They found that effective learning occurred in an environment where children were free to interact and learn from each other. Children's active and direct involvement in curriculum implementation has been found to have a significant impact on their learning and growth. It has been found that children who were isolated from others tend to develop slower in terms of cognition, socio and motor skills than their counterparts. Therefore, it can be concluded that children's active involvement in teaching and learning can be associated with promoting group interactions and independent learning and thus effective curriculum implementation. It has also been found that children learn differently and therefore should be engaged in ways that would cater for their individual interests and needs (Shmis, Kotnik and Ustinova 2014).

To further situate this argument, Molapo (2018) conducted an investigation about how Grade Three teachers in Limpopo, South Africa approached the implementation of the newly introduced National Curriculum Statement, focusing on the challenges that teachers faced in implementing it. The study found that when children are less engaged, no or inadequate teaching and learning takes place. The findings of the above study suggest that children's participation plays an active role in curriculum implementation. However, it should be noted that lack of resources such as textbooks defeats efforts to improve curriculum implementation. Due to this shortage, teachers resort to lecturing which results in inadequate involvement of children in teaching and learning. Olusegun (2015) argues that effective learning occurs through engaging all the five senses of hearing, seeing, touching, smelling and tasting. With a view to the above, this study investigated the extent to which teachers involved children in their daily teaching and learning activities.

2.6 AVAILABILITY OF RESOURCES IN IMPLEMENTING PRESCHOOL CURRICULUM

Abroampa (2018) asserts that at preschool level, availability teaching and learning resources as well as the quality of teachers influence effective curriculum implementation. It has been found that PE largely depends on availability and manipulation of teaching and learning resources. According to Kigwilu and Akala (2017), teaching and learning resources include all physical and none physical materials in the form of workshops, equipment, classrooms, laboratories, raw materials for practical training and reference books. Resources also include open, flexible and child-centred spaces, which may better contribute to the learning activities of the children. Furthermore, they include arts and crafts, assessment and evaluation forms, block play areas, carpets and rugs, children's books, curriculum blue print and teacher's guides, differentiated instruction, dramatic play materials, furniture, great gifts for kids, home school areas, infant and toddler care, language and literacy, Mathematics, Music and Video, profile planner, puzzles and games, resource books, sand and water, Social Studies, Science and Health, Special Needs Inclusions and Technology are also counted amongst resources.

Drawing from Friedrich Froebel's philosophies, contemporary PE experts believe that "gifts and occupation" also play an important role in the success of preschool curriculum implementation (Shuman 2013:19). These gifts include tangible tools and objects which children used during learning to enhance understanding of reality. For example, Froebel introduced the idea of toys in preschools which even today play an important role in effective teaching and learning. Vygotsky's Socio-cultural theory propounds that during the process of ZPD, and the More Knowledgeable Other (MKO) theories a teacher is expected to scaffold roles to children for effective learning to take place (Nolan and Raban 2015). On the same vein, the Montessori approach advocates for employment of tangible materials in teaching and learning in order for children to understand abstract ideas.

ILO (2012) indicates that inadequate resources and poor environment act as a barrier to effective curriculum implementation. Furthermore, inadequate teaching and learning resources and poor infrastructure make children passive learners who would just sit and listen to the teacher. Britto et al (2017) also argue that quality teaching and learning in

preschool depends on promotion of a well-resourced environment. Resources such as a variety of numbers, “challenging play materials, interactive and dialogic reading, classroom organization and instructional support” significantly enhance teaching and learning (Britto et al 2017:5).

In Ghana, Abroampa (2018) conducted a descriptive cross-sectional survey study to investigate teachers’ efficacy in the employment of learning activities and instructional resources. The findings of this study showed that lack of provision for teaching and learning materials in Ghana hampered effective curriculum implementation. Similar findings had previously been reported by Mohangi et al (2016) in South Africa. They found that inadequate resources, facilities and lack of support from concerned stakeholders such as parents, teachers, school authorities and the government contributed to poor implementation of the curriculum. It should be noted that the above studies seem to suggest that only resources contributed to the success of curriculum implementation. However, the current study argues that supervision of teachers also contributes to effective curriculum implementation. Hence, this study explores the effects of lack of on the successful implementation of the 2012 IECD curriculum.

2.7 INSTRUCTIONAL SUPERVISION AND EFFECTIVE CURRICULUM IMPLEMENTATION

It has been found that teacher supervision forms one of the basic principles of effective curriculum implementation because it offers opportunities for schools to improve teaching and learning (Memduhoğlu 2012). Instructional supervision involves guiding teachers on how to effectively teach and offer constructive feedback during teaching and learning. Tesfaw and Hofman (2014) relate instructional supervision to professional development of teachers. Ozkan (2016) asserts that instructional supervision supports teachers in the implementation of the curriculum. This suggests that the role of education managers is to evaluate and control the implementation of the curriculum. The school managers’ understanding of the curriculum, the support they give to the teachers towards implementation of the curriculum, and their determination in managing of school facilities offers opportunities for schools as a whole to improve teaching and learning. The above definitions and the term ‘professional development’ will be used in this research. This is

because as Ozkan (2016) indicates, the whole essence of supervising teachers is aimed at improving their work ethics and skills for the benefit of children's learning and growth or professional development. Supervision is also done to examine the adequacy and proper use of learning materials and facilities as well as to make well informed decisions and recommendations on the needs of the school, teachers and children.

As already indicated, effective curriculum implementation requires good supervision as suggested by (Memduhoğlu 2012). Unfortunately some supervisors use supervision as a fault-finding exercise. However, Memduhoğlu (2012:150) advises that supervisors should not be seen or behave as 'threats', punishers or judges of teachers, but should rather act as mentors and counsellors of teachers. In the current study supervisors include teachers, principals and education officers. The main role of supervision is to monitor and guide the process of curriculum implementation through ensuring that schemes of work, lesson plans and children's developmental milestones are observed, recorded and evaluated regularly.

2.8 SUPPORT OFFERED FOR PRESCHOOL CURRICULUM IMPLEMENTATION

For any curriculum to be successfully implemented there is need for a certain type of support. Support can be offered from within the school or outside. Gogoi (2015) indicates that preschool curriculum implementation is intended to promote holistic development of a child and prepare him or her for school and life in general. Lewallen et al (2015) reckon that the concept of 'Whole School, Whole Community, Whole Child' (WSCC) is probably the most relevant strategy required to offer support for effective curriculum implementation in schools and for the holistic development of children. This model entails important issues such as health and nutrition, employee welfare, community and family involvement.

Britto et al (2017) concurs with Lewallen et al (2015) that curriculum implementation can be supported by a whole arrangement of social contexts from home to parental work, child care, schooling, wider community, and policy influences. This suggests that effective curriculum implementation requires multi-faceted support. A recent report by Chiu et al (2015) about supporting elementary and middle school Science, Technology,

Engineering and Mathematics (STEM) education in Chicago Public Schools, neighbouring school districts, and private schools, revealed that supporting STEM education meant supporting the entire school. The school developed a new programme to develop school leadership in Science Education called Science Leadership Initiative. This initiative's main emphasis was on the role of administrators, teachers, and other important stakeholders to ensure that every child attended. The above initiative shows that support for curriculum implementation requires collaboration between school administrators, teachers, children and the outside community.

In line with the above examples the current study investigated the extent to which the government of Botswana supports preschool teachers and centres that are implementing the 2012 IECD curriculum.

2.9 THEORETICAL FRAMEWORK

De Vos and Strydom (2011) define a theoretical framework as a scientific explanation of concepts used to understand a phenomenon. Furthermore, Grant and Osanloo (2014) indicate that a theoretical framework is a point of reference upon which the researcher builds or supports his or her research undertaking and line of argument. It acts as a support mechanism to explain how the researcher will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole. Conversely, a conceptual framework has been defined as a component of a theory which “conveys the abstract ideas within a theory” (Anfara 2014:35). In line with these definitions the current research used Bandura's Social Learning Theory (SLT) and Etienne Wenger's CoP to underpin the findings of this study. These Social Pedagogy (SP) theories are assumed to inform accepted ways through which teachers and other caretakers can holistically develop children.

2.9.1 Social Pedagogy

The SP theory postulates that children, young people and families should be offered support because they deserve to be treated with dignity. It believes that education should recognise all people's potential, qualities, strengths and interests and should support them in more authentic and holistic ways that will build them. The Greek word

'pedagogue' refers to a teacher, a mentor or someone endowed with the responsibility of taking care of the child or directing him or her to school (Social Pedagogy 2014). Briefly, Hämäläinen (2003) indicates that the SP perspective at first was based on attempts to find educational solutions to social problems. Its proponents include the likes of Juan Luis Vives, Johann Amos Comenius, Johann Heinrich Pestalozzi, and Friedrich Fröebel. It is based on the belief that one, in this case a teacher, has the ability to change mind-sets through education.

In relation to the current research, teachers are likely to influence children positively, and to develop them into wholesome people as per the dictates of the curriculum framework if they uphold the values of the curriculum framework. The current study also argues that teachers should maintain healthy relationships that enable them to recognise each child's potential, qualities, strengths and interests, and create learning environments where children would be able to develop fully. SP's focal lens is that teachers can decisively influence social circumstances through education. Another important aspect of SP is that education does not only cover children's learning but also includes teacher training, mainly to influence their perceptions towards curriculum implementation.

Although the SP had not gained popularity in the Anglo-American countries and by extension in the English-speaking universities in South Africa, this theory is reported to be mostly applied in Germany and Roman countries and some Afrikaans-speaking universities in South Africa, who are believed to have been obviously influenced by the Dutch tradition (Hämäläinen 2003). In Finland, Matikainen and Aleksis (2018) used the SP theory to investigate the impact of teacher education as a change agent towards contemporary issues. The study found that the student teachers' ability to understand how schools operate in a social context developed overtime through enactment of a teacher-training model. The findings further showed that the student teachers were given the opportunity to critically self-reflect and as a result they improved their everyday working activities.

2.9.2 Social Cognitive Learning Theory

Albert Bandura propounded for the Social Learning Theory (SLT) later known as the Social Cognitive Learning Theory (SCLT) (Harinie 2017). Brown et al (2017) indicate that SLT got popularised in the 1960s when Bandura conducted a series of Bobo Doll experiments which studied children's different behaviours when a doll was exposed to them. Using the inflatable Bobo doll different groups of children were made to observe acts of violence, compassion and revenge imposed to it. Afterwards the children depicted different behaviours according to what they had observed. Those who witnessed violence copied the act and applied it to other scenarios.

Bandura used the "principles of classical conditioning and conditioning role" to understand children's learning (Nabavi 2012:6). The current study concurs that teaching occurs through the processes of observation, imitation and modelling. It believes that a child is rewarded for observing and copying certain actions and behaviours. For example, in a situation where a child is observing his or her peers fighting over a toy, when the teacher intervenes and kindly asks him or her to give it to another child he or she might surrender the toy and subsequently learn that there is a reward for being kind and loving. The good behaviour in this case would be infused indirectly into the child who was observing, leading to imitation of good behaviour.

Zhou and Brown (2017:27) argue that Bandura's theory is still much relevant in influencing the world in varied areas of "human functioning such as career choice and organisational behaviour as well as in understanding classroom motivation, learning, and achievement." This is supported by Njoku (2017) whose study in Nigeria investigated the extent to which mentoring programmes encouraged productivity. Njoku (2017) applied the SCLT framework using a survey approach and found that mentoring significantly influenced the performance of librarians in academic libraries. The findings further showed that through proper training, librarians' efficacy improved. With a view to the above, the current study which investigated teachers' training levels towards effective implementation of the proposed curriculum, the SCLT was found to be a relevant theoretical framework because it explained the important assumption that training should precede curriculum implementation.

In a study conducted in California, Larson and Walker (2018) found that SCLT approach enabled the youth to master the skill of singing and dancing with the help of their choir director. Instead of being impatient with the youth, and the director kept on rewarding good performance and made positive and motivating remarks as the youth continued to improve. At the end, the whole group was reported to have managed to enjoy and mastered the lesson. The above findings suggest that the SCLT approach can be a valuable means for teachers to pass on knowledge and shape children's behaviour. Children are reliant on teachers for direction and teachers being mentors have a role to positively influence them to learn.

Furthermore, in Kenya Cellestine, Odongo and Aloba (2018) employed a qualitative case study approach to investigate perceptions of preschool teachers on television viewing in shaping behavioural tendencies among pre-schoolers. The findings of this study showed that exposure to violence in television, led to increased physical aggression in some children, while other children felt empathetic and loving. The empirical evidence from this study also showed that there was likely to be an increased engagement in indoor and outdoor activities and language development due to what the children observed on television.

2.9.3 Communities of Practice Theory

Farnsworth, Kleanthous and Wenger-Trayner (2016) and Patel (2017) indicate that the concept of CoP originated in Etienne's work with Jean Lave in the 1990s when they challenged the orthodox notions about learning. In particular, they argued that learning does not rest with the individual but is a social process that is situated in a cultural and historical context.

Smith, Hayes and Shea (2017), define CoP as partnerships of people sharing the same interests, working ideas, values and principles to achieve their desired goals. The CoP theory propounds that learning occurs when there is a clear connection between a person and the world, and that human nature is determined by interpersonal relationships or social construction (Wenger 2010). It submits that due to interactive and sociable habits people learn from one another as they interrelate. Wenger (1998:1) indicates that this

relatively contemporary CoP theory hypothesises that “groups of people share a concern or a passion for something they do, and learn how to do it better as they interact regularly.” With regard to the current study, the teachers are the people referred to above who share passion for curriculum implementation in preschools. Specifically the researcher investigated the manner in which the teachers implemented the proposed preschool curriculum in Botswana.

In the education fraternity, the concerned stakeholders include primarily the ministry of education, parents, teachers, children and other interest groups such as churches and Non-governmental organisations. The underlying principle of the CoP theory is that these stakeholders ought to work as a team towards the realisation of their goal, which is seeing the children holistically developing. Parents want to see their children fully developed and all the other stakeholders equally share these sentiments, and hence they need to work together towards achieving that goal. Teachers as curriculum implementers are believed to be the main players in this theory. In other words, the teachers are the centrepieces and unifiers in all the measures taken to implement the preschool curriculum and by extension the children.

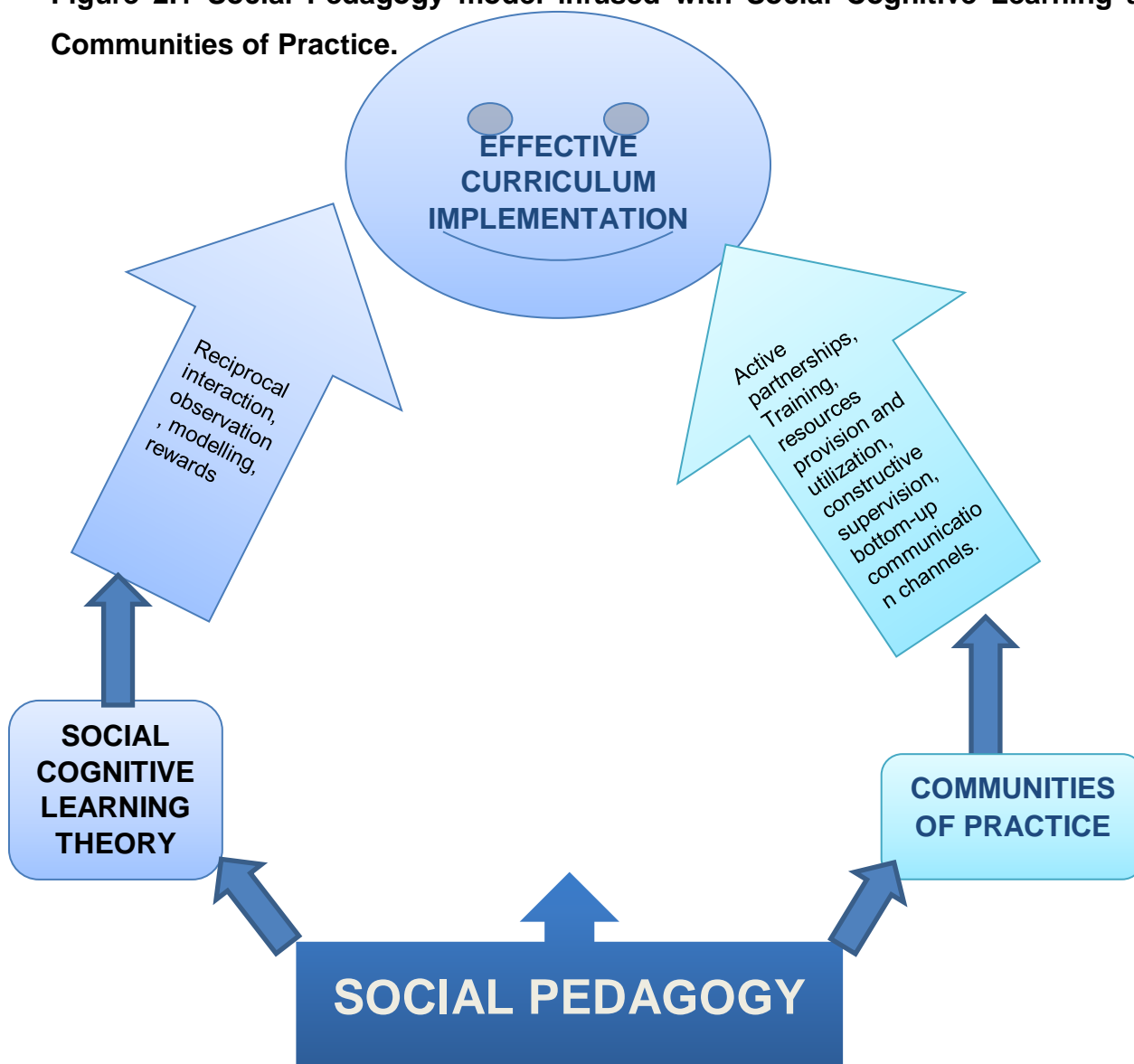
The theory’s relevance in learning is backed up by numerous works of literature as follows;

Huijser, Wilson and Jiaotong (2012) also employed a case study approach with a CoP model to enhance learning and teaching at a transnational university in China. The empirical evidence from the investigations showed that the model was valued as more suitable for the system as it engaged all members from the lower levels to those in the upper ones. This is reported to have contributed to professional growth of all members of staff as opposed to a more centralised and ‘top-down’ approach which usually comes as an instruction and mostly not benefiting the junior members. Stroupe (2014) examined a framework for teaching an ambitious instruction that scaffolds students’ learning of Science as practice as they act as epistemic agents. The study employed a CoP theoretical framework and multi-case study of five beginning teachers. The findings of this study showed that there was improved teamwork between teachers and students as they

negotiated their roles in the teaching and learning of Science ideas. In another study, Pharo et al (2014) examined different groups in Australia in order to improve the teaching of climate change through enabling members to integrate diverse disciplinary perspectives, teach collaboratively, promote innovation through exchange and demonstrate leadership within their institutions. The findings of this study showed that the strategy proved feasible in improving interdisciplinary teaching of complex problems by facilitating both staff development and institutional learning. All the above studies validate the significance of the CoP theory.

The relationship between SCLT and CoP as forming part of social pedagogy theories as discussed above is illustrated in Figure 2.1 below:

Figure 2.1 Social Pedagogy model infused with Social Cognitive Learning and Communities of Practice.



The above illustration suggests that Social Pedagogy forms the basis for teachers to practice effective teaching. The other two theories of SCLT and CoP principles would act as catalysts towards achieving the teachers' effectiveness in that they could allow them to learn about appropriate teaching methods collaboratively. Social Pedagogy alone could still assist teachers in their work but infusing the three of them would produce positive results.

2.10 CHAPTER SUMMARY

This chapter has provided a synthesised analysis of literature review of the study based on the topic, problem statement and objectives. Empirical research findings during synthesis of literature from other countries were also reported and gaps identified to render the study relevant. For further comprehension of related literature, three theories were chosen. They were duly discussed and justification for their employment and infusion clarified. Chapter three discusses the research methodology that was employed in detail.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents in detail the research methodology of the current study. Kothari (2014) indicates that research methodology is a combination of a research design, theoretical assumptions, and research methods that involve data collection procedures, analysis and interpretation. Methodology also involves research techniques employed from a particular philosophical perspective to understand the real truth concerning the phenomena under investigation (Mphahlele 2018). Durrheim (2010) further asserts that methodology is a bridge between the research questions and the actual research strategies. Furthermore, Creswell (2014) defines methodology as the steps taken in carrying out a research understudy as determined by the problem statement, researcher's personal experiences and the study audience.

3.2 RATIONALE FOR CONDUCTING AN EMPIRICAL RESEARCH

An empirical research employs a scientific process of enquiry in order to reach the desired results (Thesis Clinic 2018). In an empirical study, the researcher actively interacts with the research participants in order to gather information towards providing credible evidence. According to Kothari (2004), empirical researches demand for the desired primary data generation through the use of appropriate data collection methods such as interviews.

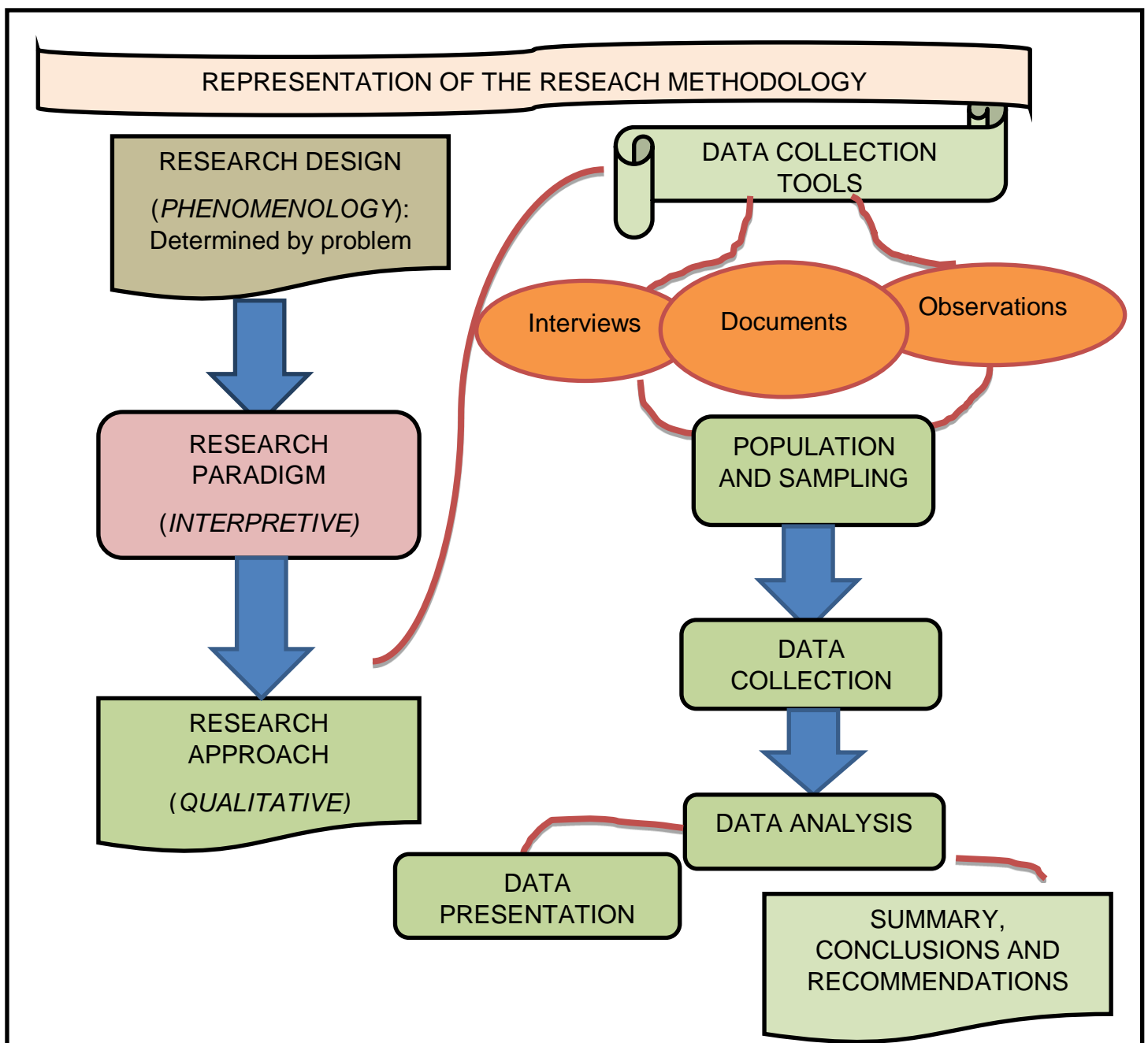
Other types of research are conceptual or historical. Conceptual researchers study the already available research evidence instead of primary data (Thesis Clinic 2018). They use secondary data to counteract the existing findings or develop them further (Kothari 2004). Historical research involves studying stories of the past events using any other historical documents such as history books, journals, archaeological evidence and biographies focusing more on the past events (Babbie 2011).

Empirical research collects data from the selected research participants through interactive means such as interviews and observations. Empirical or factual evidence contributes to the reliability and trustworthiness of the research results.

As already indicated, the purpose of this study was to provide empirical evidence about teachers' perceptions regarding the implementation of the preschool curriculum framework in Botswana. To that end, an empirical research was required to unearth the teachers' experiences and views. Figure 3.1 below illustrates the diagrammatic representation of the research methodology that was employed for this study.

Figure 3.1: Representation of the research methodology

Adapted from Mphahlele (2018)



3.3 RESEARCH DESIGN

In Chapter 1, a research design was defined as a plan or map that assists the researcher to connect his or her research questions with the actual execution of the research (Durrheim 2010). A research design entails the procedures used in conducting the whole study. These include the research methods employed to collect information, the participants, and the research setting. Kivunja and Kuyini (2017) indicate that a research design can broadly be referred to as ‘methodology’, or methods, approaches and procedures used in an investigation.

Babbie (2011) posits that a research design entails the overall logical approach employed by the researcher to unearth the underlying meanings of the issue emanating from conducting the research. Kothari and Garg (2014) posit that a research design makes research operations smooth and efficient.

The current study adopted McMillan and Schumacher (2010)’s definition that a research design involves all the steps followed in conducting the research. This study also concurs that a research design is a guideline that the researcher employs when conducting actual research starting from problem formulation until the final data analysis and presentation of publication stage.

Figure 3.1 above illustrates that phenomenological research designs are consistent with qualitative researches (Cibangu and Hepworth 2016). Phenomenological ideology was propounded by a Mathematician and Philosopher named Edmund Husserl (1859–1938) during the 20th Century. This concept was originally derived from Greek language meaning “apparition or manifestation” (Padilla-Díaz 2015:102). This concept emanates from the philosophical view that explains existence and realisation of truth as based on the analysis of what is being observed in everyday life events (Pivčević 2013).

Phenomenology unearths the subjects’ lived experiences as indicated by (Cibangu and Hepworth 2016). One of phenomenology’s main principles is to uproot or expose any societal flaws. These flaws according to Cibangu and Hepworth (2016:148) include among others “Semitism, masculinity and Nazism.” In relation to this study, these flaws can be equated to inadequacy of teachers in implementing the curriculum or challenges

they face thereof. Understanding the challenges faced by the teachers in their daily teaching and learning would enable the researcher to suggest solutions to them.

Pietkiewicz et al (2014) further indicate that phenomenology studies the lives and practices of people in a particular event and how they make meaning of it. Furthermore, Pivčević (2013) indicates that phenomenology has both philosophical and methodological inferences. This means that as has already been indicated in figure 3.1, phenomenology is orientated within the interpretive paradigm and can be applied to further influence the selection of appropriate research methods.

Phenomenological research design is consistent with other qualitative research approaches such as action research, case study and ethnography. Some of these designs were regarded as irrelevant for this study for the following reasons:

- Action research is exploratory in nature as it involves physically participating in a study for example in organisation that the researcher is part of (Gay et al 2012). Action research is bound to one specific location and therefore its findings cannot be generalised or applied to other areas.
- Case study is another research design which was found irrelevant to the study. According to Gay et al (2012), case studies are also explanatory because they are used by researchers to follow a single case in order to get to a deeper understanding of the existing phenomenon. Fouche and Schurink (2011) indicate that a case study design focuses on what the researcher wants to research than on the procedure of research. They argue that a case study is determined by the researcher's interest. They also state that a case study can be descriptive, exploratory or collective. In most cases overlap and make it difficult for the researcher to select for a specific research. This study was conceptualised from the ontological and epistemological principle of describing reality from the subjective nature. Starman (2013) indicates that case study findings cannot be generalised to other settings because they are context-based and follow a single or multi facet, making findings generated to be specific for that particular case. This usually would pose a problem of transferring them to other settings.

- Ethnography is another research design that would not appropriately address the current study's methodological undertakings. Ethnography studies the cultural lifestyles of a particular group of people (Gay et al 2012). Fouche and Schurink (2011) indicate that ethnographies have their origins from anthropology which is premised in the study of social lifestyle of different groups of people usually through observing them over an extended time period. The ethnographic researcher has to be actively involved or live with the subjects or participants of the study. Ethnographers are also expected to learn the culture of the research subjects or participants. Mohajan (2018:13) explains that the term 'culture' is used to mean all varieties of lifestyles. For example in a community where there is a problem of juvenile delinquents, criminal acts would be perceived as a cultural practice. In this case, the researcher is expected to live within the contexts, either acting as a delinquent or someone who is willing to help them. This would assist the researcher to get a deeper feeling and understanding of their lives. As already stated above, this method expects the researcher to take part through fully observing the lived experiences and recording them and guarding against being impartial. The researcher is expected to spend longer periods in the field in order to get to the truth about the phenomenon. Ethnography was not regarded as relevant to the study because the study focuses on teachers' outlook of the curriculum rather than on their personal lifestyles in their specific schools. The researcher wished to understand the challenges the teachers might have been facing and therefore did not need to spend more time in the field getting acquainted with the participants.

3.4 Research paradigm

The first serious discussions on the concept of research paradigms emerged during the 1970s. The concept originated from Thomas Kuhn's idea of 'The Structure of Science Revolution' which refers to the nature, growth and development of sciences. In recent years, there has been an increasing amount of literature on research paradigms, which include interpretation of reality. According to Kivunja and Kuyini (2017), a research

paradigm is a framework that is derived from a belief system about the nature of knowledge and existence. A research paradigm is therefore a concept that can be shared by a scientific community to provide guidance on how a community of researchers can perform their research inquiry. Furthermore, Chilisa and Kawulich (2012) identify the following three philosophical assumptions of a research paradigm: ontology, epistemology and axiology. Ontology implies what we believe about the nature of reality, while epistemology refers to how truth manifests itself and axiology denotes what we believe as truthful. In principle, this denotes that researchers have to take a stand on what they perceive reality to be, how they will determine the truth and what would influence them. De Vos and Strydom (2011) suggest that the term research paradigm denotes a pattern consisting of a set of legitimated assumptions for collecting and interpreting data. In the current study, a research paradigm means a structure through which the researcher interpreted views and of preschool teachers about implementing the 2012 IECD curriculum framework in Francistown, Botswana.

A number of studies indicate that there are five distinct research paradigms viz; positivism, post-positivism, constructivism or interpretive paradigm, transformative paradigm and pragmatism (Mphahlele 2018). Table 3.1 below illustrates the above five paradigms together with their respective research methodology and data collection techniques, as well as their assumptions such as ontology, epistemology and methodological processes.

Table 3.1: The research paradigms

Paradigm	Ontology (What is reality?)	Epistemology (How do I know reality?)	Methodology (How do I go about finding out)	Method (What techniques should I use to find out?)
Positivism	There is only one single truth	Reality can be measured and there are reliable and valid tools to do this	<ul style="list-style-type: none"> - Experimental research - Survey design 	Usually quantitative; may include: <ul style="list-style-type: none"> - Measurement and scaling Statistical analysis - Focus group interviews
Constructivism/ Interpretive	There is no single reality or truth. Reality is created by individuals in groups	Therefore, reality needs to be interpreted, in order to uncover the underlying meaning of events, activities and behaviours	<ul style="list-style-type: none"> - Ethnography - Grounded theory - Phenomenological research - Heuristic inquiry - Action research - Discourse analysis - Feminist standpoint 	Usually qualitative, may include: <ul style="list-style-type: none"> - Interviews - Observation (researcher as participant or non-participant) - Case Study - Life History - Narrative

				-Theme Identification
Pragmatism	Reality is constantly renegotiated, debated, re-interpreted in light of its usefulness in new situations	The best method is one that solves the problem. Finding out is the means, with change the underlying goal	<ul style="list-style-type: none"> - Mixed methods - Design-based research - Action research 	Combination of any of the above, as well as data mining, usability testing, physical prototypes
Transformative/ Subjectivism	Reality is perceived to be real	All knowledge is purely a matter of perspective	<ul style="list-style-type: none"> - Discourse theory - Archaeology - Anthropology - Genealogy - Deconstruction 	<ul style="list-style-type: none"> - Auto-ethnography - Semiotics - Literary analysis - Pastiche - Inter-textually
Critical Realism	Realities (plural) are socially constructed, under constant internal influence	Reality and knowledge are both socially constructed by power relations within society	<ul style="list-style-type: none"> - Critical discourse analysis, - Critical ethnography - Action research - Ideology critique 	<ul style="list-style-type: none"> - Ideological review - Civil actions - Open-ended interviews/ - Questionnaires/ observations, - Journals

Adapted from (Patel 2015)

The interpretive paradigm was found to be relevant for the current study. Kivunja and Kuyini (2017) indicate that the interpretive paradigm helps us understand the subjective nature of human experience and is also consistent with qualitative research. The paradigm theorises that the researcher should endeavour to be in the same shoes as the subjects being studied in order to get full details on the occurrence of events. With that in mind, the interpretive paradigm guided the current study to conceptualise and deduce the contextual meanings of the experiences or views of the preschool teachers in their endeavour to implement the 2012 IECD curriculum framework in Francistown, Botswana.

Table 3.1 shows that the interpretive paradigm compared to positivism, pragmatism, transformative paradigm, pragmatism and critical realism, is not a science-related paradigm. According to O'Neil and Koekemoer (2016), positivism and post-positivism paradigms are concerned with objectivity or uncovering one whole truth. On the other hand, the interpretive paradigm does not believe in the assumption that there is one truth to reality as advocated by positivists. The current study preferred the interpretive paradigm because it investigated the views and experiences of teachers concerning the implementation of the preschool curriculum in their schools. In other words, the intention of this study is not construct but to allow the teachers to express their views and experiences.

From Table 3.1, transformative and critical theories operate from an understanding of truth, and address or influence the status quo by confronting social inequalities such as oppression. On the other hand, pragmatism theorises believe that true knowledge can be obtained by triangulating research methodologies in order to get to the objectivity of the matter. Rahi (2017) indicates that pragmatism strengthens the findings of a study by using mixed methods approach.

Table 3.1 further shows that pragmatism holds a view that meanings are contextually obtained and beliefs have to be interpreted. According to Rahi (2017), pragmatism is not connected to any philosophical undertaking and therefore researchers are free to use both quantitative and qualitative approaches referred to as mixed methods. Considering

the fact that the current study explored the views and reflections of participants, statistical data analysis would not serve any purpose.

3.5 Research approach

As indicated in chapter 1, this study employed a qualitative research approach. Qualitative research approaches are anchored on interpretive world views explore varied viewpoints about a specific case (Fouche and Delport 2011). Qualitative approaches seek to understand reality from a subjective viewpoint rather than from the perspective of an objective, positivist and quantitative research approach. As already indicated, a qualitative research approach was found suitable to explore the expected varied views of preschool teachers with regard to the implementation of the preschool curriculum. In other words the current study expected to receive different meanings or truths from different preschool teachers, school principals, and education officers.

As indicated previously, quantitative research approaches emanate from the positivist and post-positivist worldviews, and are constructed from psychological perspectives. Hammarberg, Kirkman and De Lacey (2016) indicate that quantitative researches empirically analyse and interpret statistical data. For example, a researcher giving a statistical report on a variable such as the number of female leaders in a private school or institution deals with quantitative research. In quantitative research, the researcher tests a theory from a hypothesis and goes out to collect data to either support or negate that hypothesis (Patel 2015). The current study did not generate any hypothesis from statistical data but generated data from the differing views of participants, hence rendering it a quantitative study.

A mixed methods approach triangulates the qualitative and quantitative research approaches as already indicated. Therefore this approach was not relevant for the current research, hence rendering it a qualitative study.

3.6 RESEARCH METHODS

Research methods are procedures followed by the researcher when undertaking any scientific investigative study. These procedures include selection of a population, sampling procedures, use of data collection methods and procedures, data analysis, as well as trustworthiness and ethical considerations.

3.6.1 Study Population

In order to undertake any research, data ought to be collected from certain areas and people. McMillan and Schumacher (2010) indicate that in research the word ‘population’ does not necessarily refer to people, but to all research participants or places and entities the researcher intends to collect information from. Durrheim and Painter (2010:133) define a research population as “the larger pool from which our sampling elements are drawn, and to which we want to generalise our findings.” This definition implies that a population includes all those who are likely to be consulted during the data collection process. Furthermore, Strydom (2011) indicates that a population demarcates the borders that the researcher would be bound to traverse when collecting data and directs him or her to the relevant places and people to consult.

In the current research, the study population composed of all the public preschools perceived to be experiencing challenges such as poorly adhering and failing to meet the required satisfactory transition rate from pre-primary to Standard one by the regional education office in implementing the suggested 2012 IECD curriculum. The school principals and teachers in Francistown engaged in the implementation of the 2012 IECD also formed part of the study’s population. The population also consisted of the Francistown North East Region’s Principal Education Officers (PEOS) in charge of Pre-Primary Unit, as well the Francistown City Council’s pre-primary department in charge of Francistown preschools’ resources and materials supplies. Considering the huge number of participants that the researcher would have been expected to work with, it was necessary to conduct a sampling process in order to “sieve” which ones would be most relevant. This is detailed as follows:

3.6.2 Sample and sampling Procedures

A sample is described as a group of individuals, items, or events that represent the characteristics of the larger group from which the sample is drawn (McMillan and Schumacher 2010). Durrheim (2010) further similarly defines sampling as the careful selection of the research participants or key informants from the whole study population. Furthermore, the Webster Dictionary defines sampling as “the act, process, or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population.”

In the current study purposive and simple random purposive sampling procedures were employed to select the study population. A total of eight participants being three preschools, four teachers; one from two preschools and two from one centre, two school principals and two education officers; one from the Francistown North East region and the other from Francistown City Council were purposively sampled as key participants because of their involvement in the 2012 IECD curriculum implementation. Gay et al (2012) state that purposive sampling procedures are consistent with qualitative researches while quantitative researches employ random sampling procedures. Khan (2014) states that purposive sampling involves selection of a sample believed to be illustrative of a given population. In other words, the researcher selects the specific samples knowing that they will provide relevant data to inform the study’s findings and final analysis. The participants of this study were perceived to be more suitable and better positioned to give a clear account of the issues and activities that occurred during the implementation of the preschool curriculum.

Simple random purposive sampling was employed specifically to select the teachers. Simple random purposive sampling is defined as a subset of purposive sampling whereby a small group is selected from the whole set of participants (McMillan and Schumacher 2010). The simple random purposive approach was used to select the teachers because it was assumed that in some cases the number of teachers in each school would exceed the expected number, and it would not be possible to consult all of them. A list of all the preschool teachers in each school was created and each teacher assigned a number,

individually written and folded. The folded papers were then put in a bowl, thoroughly mixed and each drawn out and listed according to the numbers they were assigned. This sampling procedure reduces biasness and debates on why certain teachers were selected to participate and others left behind. This promotes credibility when dealing with small samples instead of statistical assumptions (Gay et al 2012).

3.6.3 Site selection

McMillan and Schumacher (2010) describe a research site as the specific location where the selected participants are expected to be found. They further emphasise the importance of a clear demarcation of the site to avoid confusion during the data collection process. In this study, the preschools were selected because they experienced a number of challenges during the curriculum implementation process. They were also selected because they had a similar socio-economic background. The information about the sites was collected from the regional education office.

3.7 Data collection

Data collection refers to techniques used for gathering information from the research participants. McMillan and Schumacher (2010) state that data collection and analysis processes occur concurrently although they are distinct. Furthermore, Fusch and Ness (2015:140) emphasise that “there is no one-size-fits-all method to reach data saturation... because study designs are not universal.” This implies that each study is unique and is set to address different phenomena.

Data collection methods consistent with interpretive phenomenological qualitative researches include interviews, observations, questionnaires as well as a description artefacts and analysis of documents (Durrheim 2010). In the current study, the researcher employed interviews, analysed documents and made observations to saturate her data. Data saturation is reached when enough information has been collected and the reproduction of the study is rendered feasible (Saunders et al 2018).

According to Gay et al (2012), during the process of data collection, the researcher is the primary data collection instrument. The researcher is guided by the aims, objectives and

or research questions in selecting the main data collection methods. In this study interviews, observations and document analysis were found to be relevant because they suited the nature of the research question.

3.7.1 Interviews

Creswell (2014) describes an interview as a specified meeting with someone to discuss a complex issue for clearer understanding of a phenomenon. McMillan and Schumacher (2010) indicate that interviews are used by the researcher to conduct a meaningful research.

In this study face to face structured interviews were conducted to allow for further probing on the subject matter where there seemed to be lack of clarity. Other forms of interviews include focus groups and telephone calls. In a focus group participants are homogenously grouped according to the characteristics they share. Although focus group interviews save time, they were not used in this study because the researcher felt that the participants would not freely express themselves in a large group.

Telephone interviews are conducted either through a telephone or a cell phone. Telephone interviews can save time. However, they were not used in this study because they could not reveal the participants' nonverbal communication.

Ethical considerations were recognised before the interviews could be conducted. Consent was sought from the participants by way of asking them to append their signatures to show that they had agreed to be interviewed. The participants were shown interview guides in advance according to their responsibilities. The interviews were preceded by an introductory letter detailing the purpose of the study as well as the rights of the participants. Data from the interviews was recorded using a recorder in order to capture all the voice notes that might have been missed in writing. Later, the interview recordings were transcribed and coded into emergent themes, and then synthesised into a final report.

3.7.2 Document Analysis

McMillan and Schumacher (2010) describe documents as non-interactive research tools used by the researcher to obtain data such as personal documents, official documents and objects or artefacts. The documents used in this study include official records that were used during the curriculum implementation by teachers and their supervisors. These documents included, lesson plans, scheme books, children's progress reports and daily schedules for teachers. For Principals and REOs, the required documents were supervisory and observation monitoring tools and training schedules for teachers. According to Gay et al (2012), document analysis is advantageous because it provides primary information and is easier to conduct compared to questionnaires which take a long time to analyse.

3.7.3 Observation method

According to Kelly (2010), observations are classified as interactive research tools used by the researcher to obtain data from the environment or participants. It gives the researcher to monitor the events rather than to wholly depend on what is expressed by the participants as the researcher personally views the occurrence of events in real form. Brooks and Normore (2015) further define an employment observation as a tool that can be utilised to prove movement and non-movements expressions. This is because during observation procedures, the researcher confirms some of the disparities noticed during the event and the participants. Observations were therefore preferred in this study because they clearly showed what really occurred in the classroom during the preschool curriculum implementation.

Brooks and Normore (2015) caution that researchers should decide on how they would conduct their observations. They argue that observations can be conducted by an actively involved researcher or a researcher who is just an onlooker. The terms "etic", has been used to describe an outside observer and "emic" to describe a participating observer by Brooks and Normore (2015:803). An etic observation is usually preferred over emic observation because it reduces biasness.

For ethical reasons, the researcher used the observation checklist that had been discussed and approved by the professional researcher and the participants prior to the observation. The checklist consisted of items that checked whether teaching was done in compliance with the 2012 IECD curriculum framework, as well as for availability of teaching and learning resources and participation of children. Furthermore, two teachers in different preschools were observed. The scores ranged from one (1) to three (3), one being the lowest mark and implying that the teacher never applied the curriculum aspect and three being the highest meaning that the teacher complied with the framework. The scores were recorded and a description of how events unfolded was done for each aspect.

The data collected from the structured observation checklist was correlated with the findings of the face-to-face interviews and document review. For example, the reports from the participants were compared to the observation results. The findings of this study assisted the researcher to design a model in the form of training guidelines to inform curriculum implementation because the guidelines were based on the real experiences, views and reflections of teachers.

Figure 3.2 The Selected data collection methods and expected outcomes.

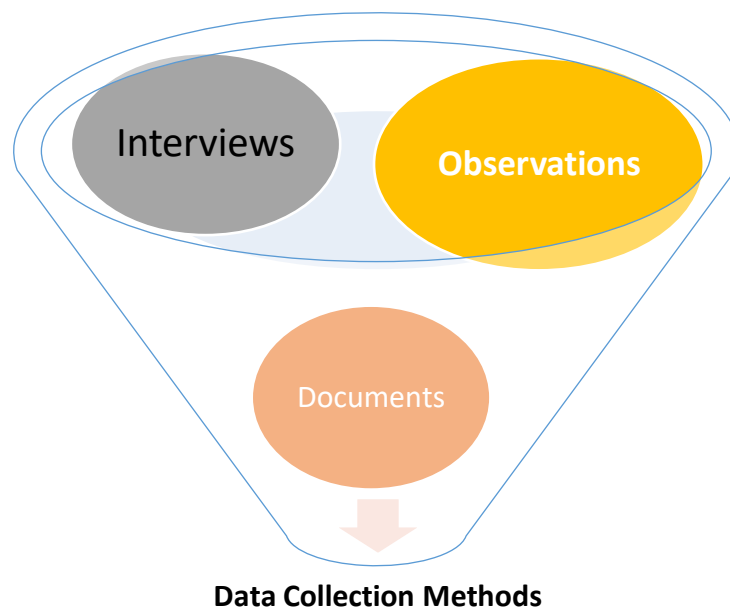


Figure 3.4 illustrates the outcomes expected from a combination of data collection methods. A combination of face to face structured interviews, documents and etic observations resulted in a clearer and deeper understanding of the teachers' experiences and reflections about their daily implementation of the curriculum.

3.8 Gaining entry into the field

The process of gaining entry into the field to collect data can be equated to conducting the actual research (McMillan and Schumacher 2010). Before entering into the field the researcher is expected to have already selected the research site and prepared the data collection methods. A research permit sought from MoBE before embarking on the study was used as a starting point of gaining entry into the research sites. Appointments with each preschool principal, the teachers and the Education Officers were made immediately after receiving approval to carry out research from the UNISA Ethics Committee. Upon arrival at the designated areas, the researcher established good rapport with the participants by conducting herself with utmost professionalism and politeness.

A letter of approval to conduct the research was used to negotiate for permission to conduct the interviews, request for some of the documents to be studied and observations within the designated areas. The researcher initially read the permission letter to the participants and requested them to append their signatures and to seek for clarifications where they did not understand. At the end, processes and proper appointments were made with the participants who had agreed to participate in the study.

3.9 Data analysis

Data analysis refers to the interpretation of the collected information (McMillan and Schumacher 2010). Data was inductively analysed by the researcher using the Microsoft Word 'Review' and 'Add Comment' tool. Researchers opt between hand-coding the data or using the computer assisted qualitative data analysis (CAQDAS) to analyse data. According to Talanquer (2014), CAQDAS packages' are mainly used for managing multiple tasks in qualitative research. The tasks range from organising data sources to segmenting and categorising data according to themes, searching for and retrieving information, as well as building visual representations that more easily draw significant

patterns in the data. Although the purpose of Atlas ti, as one of the CAQDAS such as Dedoose, MAXQDA and NVivo, is to assist the researcher to analyse data, the researcher of the current study decided to hand-code the data in order to remain in control of the final summary of the findings. Talanquer (2014) indicates that CAQDAS are probably the only data management systems thus far that would relieve the researcher from dealing with large volumes of data generated in qualitative researches. Without this system, the researcher would become tired of hand coding a vast amount of data naturally generated from qualitative research. However, even without hand-coding the researcher using computer software ultimately would personally give final interpretation of data.

3.9.1 Data interpretation

Interpretation of data means making sense of the data analysed in order to make sound conclusions about the findings made. Firstly data from the recorded interviews was transcribed verbatim. According to Bengtsson (2016), this means that it was recorded word for word, as precisely as the participants had reported it. Bengtsson (2016) refers to the process of transcribing data verbatim as the *in vivo* process, implying that the data is transcribed according to codes depicted by the participants. The time used to transcribe the data or to create the themes is saved by using the *in vivo* codes which also provide insight into the participants' views in relation to the discussed phenomena.

Data collected through observations and documents was analysed by means of content analysis. The themes that emerged from the interviews were used to categorise the data from the conducted observations and documents. According to Graue (2016), the process of comparing information from two different methods validates the findings of the study and to confirm its reliability.

3.10 Reliability, Validity and Trustworthiness

Reliability, validity and trustworthiness in qualitative research is aimed to "provide researchers with a set of tools by which they can illustrate the worth of their project outside the confines of the often ill-fitting quantitative parameters" (Given and Saumure 2008:896). This suggests that all the methodological steps undertaken to collect the data

should be trustable and of good quality so that the researcher and the readers can undoubtedly trust the findings.

Hadi and José Closs (2016) indicate that reliability, validity and trustworthiness in qualitative research are all associated to with credibility, transferability, dependability and conformability to the research undertaking.

Reliability refers to the consistency of the research findings (Gay et al 2012). According to Van der Riet and Durrheim (2010), the reliability concept is not relevant for qualitative interpretive researches because of the subjectivity of the contextual meanings of a specified phenomenon. They advocate for dependability which implies the ability to present convincing research supported by comprehensive evidence from the collected data. With that in mind, the researcher in this study consistently validated all the methodologies by keeping a research journal of recollected steps undertaken to collect the data.

Validity refers to the level of truth gauged against the research findings or factual evidences as collected, analysed and reported (Gay et al 2012). It is believed that validity is more oriented to statistical data in quantitative research, but as has already been indicated above, it is a trend adopted by contemporary qualitative researchers to validate their research findings for authenticity and credibility purposes. Gay et al (2012) suggest that validity should be confirmed by being descriptive, factual, interpretive, as well as by considering the participants' perspectives. Validity can also be promoted by ensuring that research is theoretical, clear, generalizable and evaluative. A summary of all the steps to follow in promoting validity and credibility of the current study is outlined in the next section.

Trustworthiness refers to having confidence in the strategies employed in conducting the research and writing the final report (Anney 2014). Anney (2014:276) states credibility "establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views." Several strategies employed by the researcher included triangulation of data collection sources; interviews and observations, member checking for data analysis

and a description of the study's procedures. Hadi and José Closs (2016) indicate that triangulation ensures credibility and conformability by employing more than one data collection method. In the current study interviews were used as the main data collection tools and observations were employed to validate the study's findings.

Member checking involves validating the study's findings by confirming with the study's participants whether the reported research is factual, dependable and credible. In this study the participants were requested to approve the interpretation of the data made by the researcher.

The findings of this study were also validated by providing a detailed description of all the procedures undertaken during the research process. Hadi and José Closs (2016) state that this strategy promotes transferability and credibility and allows for easy sharing and understanding of the study in the absence of the researcher.

3.11 Ethical Considerations

Research ethics are aimed at enhancing accountability and integrity in a research (McMillan and Schumacher 2010). Qualitative educational researches primarily deal with human beings and are therefore compelled to be cautious about the rights of the research participants (McMillan and Schumacher 2010). Roberts (2015) states that ethical issues vary according to the purpose of the research; the research methods and procedures; whether the researcher will actively interact with research participants or use non-interactive artefacts and documents; and the types of virtual environments to be manoeuvred.

As indicated in section 3.8, the researcher applied for permission to undertake this study in Francistown public preschools. Another application was submitted to the UNISA Ethics Committee for the ethics clearance certificate. After the ethics certificate was granted letters were submitted to the principals of the three preschools, PES and the PEO requesting for permission to conduct research in their offices. Once approval was granted, ethical guidelines concerning informed consent, confidentiality, anonymity and the right

to withdraw from the study were clarified to the participants. Specific dates for interviews were also set.

3.12 CHAPTER SUMMARY

A detailed literature review and theoretical frameworks were presented in this study, as well as a clear research methodology. Also discussed was the philosophical position of this study emanating from the interpretive paradigm, which advocates for the concept of truth being varied. The chapter also presented a summary of how data was analysed and reported. It was indicated that the data was analysed manually using Microsoft word application. Issues of trustworthiness and rigor were also addressed. Finally, it was also highlighted that utmost care and respect for the research participants was taken by promoting anonymity as well as by seeking consent from the participants and informing them about confidentiality and their right to withdraw from the study. The following chapter addresses issues of data analysis, presentation and discussion.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents an analysis of the findings and discusses the teachers' experiences about the implementation of the 2012 preschool curriculum in public preschools in Botswana. As previously indicated, the following research questions were asked in this study:

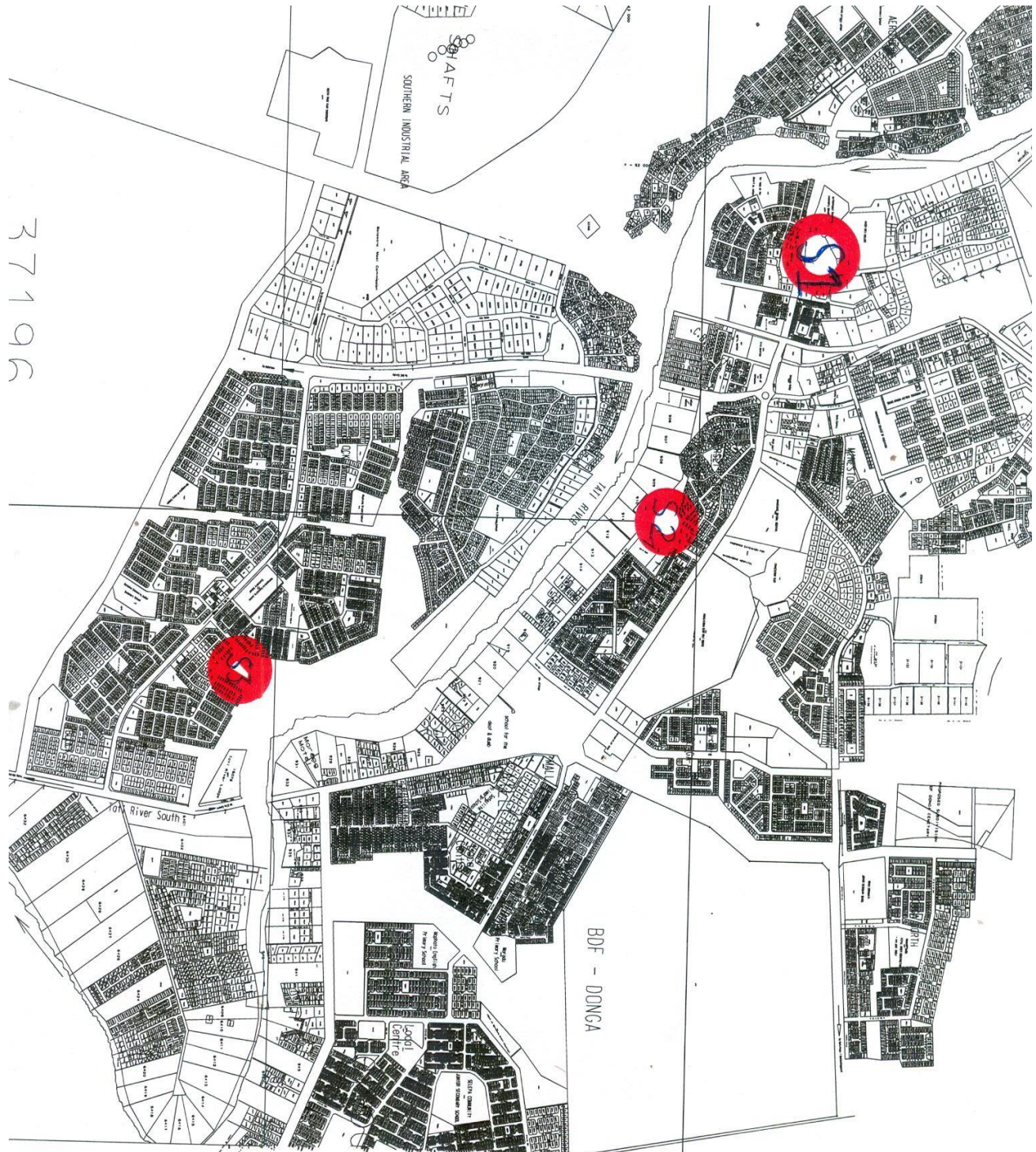
- 1. What form of training are preschool teachers offered?*
- 2. What effect did government support in relation to resources provision and material play have on the implementation of 2012 IECD curriculum?*
- 3. What resources and support strategies do teachers use to implement the 2012 IECD curriculum?*
- 4. What kind of training guidelines do teachers followed to implement 2012 IECD curriculum?*

4.2 Geographical details of the research site (Francistown, Botswana)

Francistown is the second largest city in Botswana with a population estimated between 100,079 and 150,800 (Statistics Botswana (SB) 2011). Francistown is located in the eastern part of Botswana, about 400 kilometres from the capital, Gaborone. It is also located where the Tati and Ntse rivers meet, and 90 kilometres north of Zimbabwe. Francistown led by a city Mayor under the administration of Francistown City Council.

According to The SB (2016) only six out of 50 preschools in Francistown implemented the 2012 IECD curriculum. The number has since increased to 11 in 2018, and there is expected increment in the coming years as the government intends to roll out the programme across all primary schools in Botswana. The selected schools were located less than 10 kilometres apart using a straight-line distance in the map. See Figure 4.1 below:

Figure 4.1: Site map of Primary schools visited with preschool classes



The three schools were selected because they share a common socio-economic background with a mixture of low and middle income earning population. It should be

noted, however, that Botswana government treats these preschools with high esteem and equally provides resources, staffing and training to the teachers.

4.3 Description of research participants

Eight research participants were interviewed for this study comprising four teachers from three public preschools, two school principals and two Regional Education Officers (REOs), and one PEO from Local Government, Francistown City Council (FCC). Creswell and Creswell (2018) indicate that for phenomenological researches, the estimated number of participants usually ranges between three and 10 before data saturation can be reached.

The participants in this study were allocated pseudonyms to protect their identity. The schools were named and ranked according to the chronological order of visit, such as School (S) 1, 2 and 3 and so forth. The same chronological ranking was done for the teachers as follows: School 1 Teacher 1 (S1T1), School 2 Teacher 1 (S2T1), School 2 Teacher 2 (S2T2), School 3 Teacher 1 (S3T1) and so forth. The school principals were referred to as Principal School 1 (PS1), Principal School 3 (PS3). The education officers were coded as Principal Education Officer (PEO) and PES for Principal Education Secretary. All the participants qualified and professionally experienced. Table 4.1 below presents the biographical details of the participants.

Table 4.1 Biographical data of research participants

SCHOOL AND ITS PARTICIPANT	GENDER	WORK EXPERIENCE	QUALIFICATIONS
S1T1	Female	One year	Diploma in ECD
S2T1	Female	22 years (two years in preschool)	Diploma in Primary Education and BA in ECD
S2T2	Female	One year	Diploma in ECD
S3T1	Female	one and a half years	Diploma in ECD
PS1 (Retired in 2019)	Female	36 years	Diploma in Primary Education

PS3	Male	29 years	Bachelor of Education in Primary Education
PEO	Female	30 years (of which two babysitting the preschool department)	Bachelor of Education in Primary Education
PES	Female	15 years in (Local Government)	Diploma in Primary Education

4.4 Data preparation

Saldaña (2013) indicates that data preparation involves organising data in such a way that it becomes manageable and comprehensive for analysis and reporting purposes. Data generated from interviews, observations and documents can be overwhelmingly large and hence the need for the researcher to establish a strategy to organise and make sense out of it. As previously indicated, the interviews were recorded, transcribed, coded and interpreted.

4.4.1. Data transcription

Sutton and Austin (2015) describe data transcription as a process in which a professional writer transforms the audio interview recordings into comprehensive written work. This is perceived to be a mammoth task especially if the researcher does not have equipment and transcription skills. For this study, the audio recordings of data were sent to professional transcribers. Kelly (2010) indicates that the transcription procedure is aimed at assisting the researcher to get a gist of what the collected data is about.

Before the recordings were sent for transcription, the researcher thoroughly listened to them. Sutton and Austin (2015) caution that a researcher should own up and have a comprehensive understanding of all the collected data. After transcription of data the researcher re-read the interview transcripts and corrected the semantics and spelling errors to make the data readable. The procedure was carried out several times in order to comprehend the whole meaning of the transcriptions. Finally, the interview transcripts

(a sample attached as appendix K) were subjected to the coding process as indicated in the following section.

4.4.2 Coding of data

Data coding involves making a general interpretation and understanding of what the research participants say in their narratives (McMillan and Schumacher 2010). The researcher has to filter large volumes of data and select relevant ones. Saldaña (2013) advises that the coding process starts as soon as the researcher sets out to collect data and ends as soon as data saturation has been reached. Saldaña (2013) warns that personal biases should be avoided by the researcher. To that end, a professional co-coder was engaged to assist in co-coding in order to ascertain reliability and validity of the data. Mphahlele (2018) applied the same strategy of co-coding to achieve reliability of the codes and hence her study yielded similar results. See Appendix L for the sample of codes.

In their attempt to review and adopt the codes, Nowell *et al* (2017) applied a vetting process whereby they convened a meeting to adopt, merge or lose some of the emerged themes. In the current study the researcher employed the same strategy of vetting as she firstly did the coding herself, and then sent the codes to the professional co-coder for editing. The procedure was carried out over several times in order to have a full understanding of the codes.

The coding process employed the *in vivo* process that extracts direct quotations of participants using the Microsoft word's 'Review' and 'Add comment' tool.

4.4.3 Categorisation of themes

The creation of codes or themes involves the reduction of the amount of data collected without loss of meaning of the data (McMillan and Schumacher 2010). In the current study, categorisation of the codes was done by merging the codes according to meaning. Bengtsson (2016) refers to the process of categorising codes as data condensation. After the codes were categorised, an inquiry auditor read the whole text to check for comprehensiveness and then made necessary improvements. See Appendix M for the themes.

4.5 Linking the interview with observations and documents data

As previously indicated, observational and documents data were used to validate the data from the interviews. This was done to protect the reliability of the findings of the current study as alluded to by (Graue 2016).

4.6 DATA PRESENTATION

Views and perceptions of teachers

The first question asked by this study was about the form of training received by the preschool teachers with regard to the implementation of the 2012 IECD curriculum. The findings showed that the teachers had differing views and perceptions regarding effective curriculum implementation. Some of the teachers indicated that they valued training that would make them effective in their work because, in conjunction with Edward Bandura's SCLT theory, they regarded themselves as role models and needed to be equipped with effective teaching strategies. The teachers indicated that they understood their roles and those of the children in relation to meeting the demands of the 2012 IECD curriculum. In particular, T1S1 mentioned that *"we don't do lecturing; with preschool education you involve learners..."* On the other hand, T1S3 reported that *"we can go and play to make them interested by guessing for example, they sing."* To achieve that objective the preschool teachers should be trained effectively.

During the class observations the researcher realised that the teachers had been trained and fully understood their roles as teachers of preschool children. Firstly, insofar as classroom setting is concerned, the classroom arrangements matched the standards of preschool levels in that the charts were visible and readable to the children. Children's works were displayed all over the walls according to the different learning areas. In one classroom, S2T2 went to an extent of explaining what was happening at one learning area- the toy area where the toys were not displayed. She stated that the toys were available but were only displayed at particular times, as they were limited. Upon observing the lesson, still at S2 which was about 'body parts', it became apparent that the teacher was conversant with applying the relevant teaching methodologies as she engaged the children in discussions through manipulation of a chart displayed on the board (some pictures attached as appendix J(i)). Towards the end of the lesson children were engaged

in singing a song related to what was taught. Children actively participated but some observable challenges which the researcher made were that not all children actively took part or were not free. Another observation made was that during discussions, it seemed as if the teacher engaged children in too formal discussions as if she was teaching upper level children. This move was contrary to what one of the teachers had suggested that they do not engage lecture method. The children were finding it difficult to identify some of the body parts but were duly assisted by both the teacher and her aid.

The second question aimed to determine the effect of provision of teaching and learning resources in promoting effective implementation of the 2012 IECD curriculum. In this regard, teachers gave differing answers regarding how availability of resources influenced their effectiveness in implementing the said curriculum. Firstly, the researcher enquired through interviews on the level of satisfaction with regard to the available resources. All the three teacher participants indicated dissatisfaction over shortage of teaching and learning resources and related how it affected their daily curriculum implementation activities. They acknowledged the fact that there was an attempt on the part of the government to provide basic resources such as trampolines, swings, scooters, toys, paints and paper, but the resources were inadequate.

Classroom observations also showed that there was a shortage of resources in the visited schools. There was acute shortage of pencils and crayons and children were forced to take turns in doing the learning exercise due to the shortage. The children kept on reporting to the teacher they did not have pencils and the teacher kept on assuring them that they would be given pencils. She seemed frustrated at some point as she kept going to the store room with the hope of finding some remainders of pencils.

The third and fourth question were related in that they sought to investigate the form of support offered to teachers and preschool centres implementing the new curriculum. Specifically, the third question focused on external support expected from the government while the fourth question focused on the internal support emanating from the local schools and teachers themselves.

Teachers gave differing reflections and outlook on expected and apparent support offered to them and their centres. The reflections that were made related to Etienne Wenger's

theoretical framework of CoP, which advocates for interdependence on one another for achievement of planned teaching goals. During interviews, teachers showed that they were aware of where to expect the different forms of support. For example, T1S1 indicated that the regional education office offered them teacher training support initiatives while the local government or city council provided them with resources. This was confirmed by T1S3 and T2S2.

Another form of support was expected from the parents, as part of the stakeholders in the development of children. Parental support was expected in the form of voluntarism through parental and teacher association (PTA) meetings. However, the teachers were concerned about unsatisfactory parental support as some were reported to having failed to make pledges towards meeting the resources lacking in the schools. Furthermore, it was found that most of the time the teachers improvised. They designed similar products with own hands or asked the children to bring similar products from home. Furthermore, S1T1, S2T1 and S1T3 reported that they used their own money to purchase the needed resources whenever they could.

The last question sought to find out if there were training guidelines available in the region towards empowering teachers to effectively implement the 2012 IECD curriculum. The findings show that the teachers were content with initial formal pre-service training they had received; but they felt that in-service training was insufficient. They were not well abreast with the training guidelines. They also complained about lack of involvement in training their supervisors at school level, questioning how they were expected to assist them in effectively implementing the curriculum while they were not trained on the subject.

Views and perceptions of Education Officials

Concerning the first question, *“what form of training are preschool teachers offered with regard to the implementation of the 2012 IECD curriculum”*, the education officials gave differing perceptions on the issue. The PES from local government suggested that the question would not be relevant to their office as they handled resources provision issues only. During the interviews, the PEO and the school principals shared the same sentiments that they were not familiar with the subject. These findings corroborated the previous findings from some of the teachers that there was inadequate supervision of the

2012 IECD curriculum implementation due to seemingly inadequate training of supervisors.

Conversely, the two school principals indicated that their preschool teachers were in fact formally trained, considering the certificates that got them hired into the job. They argued that the regional education office knew better about the training and qualification of teachers because they vetted the teachers' certificates before hiring the teachers.

Regarding in-service training, the school principals overall indicated that they depended on the PEOs for training and monitoring of teachers' effective implementation of the 2012 IECD curriculum and were not even aware of what their teachers were being trained on. Furthermore, P1S3 reported that school principals did not have much information because he said, *"I think they mainly focus on the type of teaching of the curriculum..."*

The above findings suggest that the school principals were not much informed on the subject because there were no further clarifications or even documents to show the extent to which the teachers were assisted at school level. The above findings also motivated the researcher to pay a visit to the PEO responsible for preschool curriculum implementation in the Francistown region. Just like the school principals, the PEO indicated she did not possess preschool education qualifications although she was engaged by the region to "babysit" the project. She indicated that they engaged external trainers to conduct in-service training for the teachers. Surprisingly, the same PEOs conducted school inspections to monitor effective implementation of the 2012 IECD curriculum.

The second question sought to find out about the effect of provision of teaching and learning resources in promoting effective implementation of the 2012 IECD curriculum. First, the findings showed that the PES was the main office that offered the resources. Furthermore, the PES appreciated the value of availing resources by indicating that *"they help for development of pupils' learning because at their tender age children learn by seeing and help them to understand more on the concept..."* The PES produced some of the documents that indeed corroborated the evidence that the local government availed the resources as previously shown by teachers in section 4.6. Different documents were studied including the City of Francistown 2017/18 orders for preschool furniture

(attached as appendix J(g)) and Reception class materials attached as appendix J(h)) which served to give further evidence of the resources already dispensed to local preschools. Further evidence on the availability of resources in the schools was provided by the school principals. It was interesting to find that contrary to what was reported by T3S3, who bitterly complained about acute lack exercise books and other resources, the principal reported otherwise. T3S3 had reported that *“...But the truth is there is nothing...no resources or things or stationery”* while P1S3 had reported that *“there are markers and stuff and toys.”*

However, other principals mostly complained about shortage of reading books, jumbo crayons, printing paper and paints. All in all, the participants unanimously agreed that without resources it would be difficult for teachers to implement the 2012 IECD curriculum effectively.

The findings of this study further showed that there was shortage of play areas. P1S1 indicated that *“the play areas have not been developed”* implying that suitable spaces had not been created. Furthermore, P1S1 indicated that there was lack of space for keeping the trampoline and playing ground for young children. Similarly, in S1 it was reported that they faced a challenge of where to keep the trampoline due to shortage of space. S2 and S3 reported that the trampoline was kept in one of the classrooms, occupying more space and reducing access for easy movement within the classrooms (see appendix J (i)). It was further reported that there were no shades and that the children were forced to play in the sun. This was observed as a problem in other schools. S1P1 indicated although the environment was a problem, there was an attempt to improve it by planting tall trees and green grass.

The third question also investigated the support offered to teachers by the government to promote the effective implementation of the preschool curriculum. The findings showed that the teachers were faced with different challenges when implementing the curriculum as already discussed above.

Question four explored the issues of resources and support strategies used by the teachers when implementing the 2012 IECD curriculum. The education officials reported different views about the expected support for the teachers. The PES indicated that at the

local government they provided support to schools and teachers through providing teaching and learning resources. On the other hand, the PEO indicated that the regional education's support was offered through workshops and school inspections. She further reported that they encouraged team-building exercises between sister schools and initiating local competitions where the schools displayed their children's work and milestones achieved. She argued that this promoted healthy competitions as it encouraged teachers to share ideas and experiences, hence promoting teacher-to-teacher support through networking. She also mentioned the use of social media, which also gave teachers a platform to connect and freely share their concerns. The above findings corroborate Wenger's CoP and Bandura's SCLT theories that through sharing experiences, teachers stand to professionally develop and become better mentors and role models for their children.

The school principals shared the same sentiments with the PES and the PEO, although it was apparent that their input was little. The findings showed that they all seemed not much enlightened on the subject. Furthermore, they all appeared to be depending much on the regional education office for assistance with class observations, resource provision and the general maintenance of the preschool department. For example, S1P1 indicated that *"I request the PEOs' opinion from the region to come and assist."*

The only support, which the two school principals recited with confidence, was negotiation for parental involvement. They indicated that through PTAs, they were able to request the parents to assist preschool teachers with resources. This was seen when the PEO said *"we encourage the schools to involve parents to help them"* and this was corroborated by the teacher, T1S3 by saying, *"The books that they are using and the pencils have been bought by some of the parents."*

Question five sought to find out about the training guidelines in place for assisting teachers implementing the 2012 IEDC curriculum. The findings showed that some participants indicated that the training was mainly conducted by the regional education office. Interestingly, the PEO indicated that they did not have training guidelines but the training they provided was based on assumptions or on what they perceived to be difficult for teachers.

4.7 DISCUSSION OF THE MAIN FINDINGS

As previously indicated, this study explored experiences of preschool teachers who implemented the 2012 IECD preschool curriculum. Its findings are discussed in this chapter by relating the themes that emerged from the data with the objectives of the study. See Table 4.2 below for a summary of these links:

Table 4.2 Relationship between the study's objectives and themes that emerged

Emerg ed themes	Objectives
Effects of Teacher training towards promoting effective 2012 IECD curriculum implementation.	- To examine the form of training; pre- or in-service which preschool teachers are offered with regard to effective implementation of the 2012 IECD curriculum in Francistown, Botswana
Availability and non-availability of learning resources towards effective 2012 IECD curriculum implementation	- To identify effects of provision and non-provision of teaching and learning resources and materials towards promoting successful implementation of the 2012 IECD curriculum.
Support offered towards promoting effective 2012 IECD curriculum implementation	- To study the government support for the preschool teachers and Preschool Education centres when implementing the 2012 IECD curriculum to promote its successful implementation.
Challenges faced by teachers in implementing the 2012 IECD curriculum	- To explore resources and support strategies teachers use in when implementing the 2012 IECD curriculum
Suggestions for effective implementation of the 2012 IECD curriculum	- To suggest training guidelines that can be used for the 2012 IECD curriculum implementation

4.7.1 Theme 1: Effects of teacher training towards promoting effective 2012 IECD curriculum implementation

Earlier in this study it was indicated that Kennedy (2016) posited that teacher training promotes effective curriculum implementation and empowers teachers with relevant skills. Furthermore, it was highlighted that the SCLT theory described teachers as role models, and that they should be knowledgeable and able to demonstrate positive habits. With a view to that, the current study asked the following question, *“What form of training are preschool teachers offered with regard to the implementation of the 2012 IECD curriculum?”* The findings of this study showed that the teachers were formally trained to implement this preschool curriculum as illustrated in table 4.1, while the school supervisors and other education officers were not. This was confirmed by the information in the records provided by the school principal. For example, T1S2 said, *“I have been trained for breakthrough and not for reception class... but I was lucky to be the first person to go to the workshop”*. This teacher meant that she was not trained to become a preschool teacher, but she had received in-service training for that level.

Other teachers indicated that the in-service training they received had contributed towards their effective implementation of the 2012 IECD curriculum. T1S1 said *“...they taught us everything”*. This suggests that the training had addressed all her teaching and learning needs with regard to the 2012 IECD curriculum implementation. On the other hand, T1S3 said *“...they explained how to prepare a lesson plan and teach according to it”*. Furthermore, T2S1 said *“they taught us how to write, plan, and update the weekly schedule. They trained us on the changes that had been made with regard to the old curriculum; scheming and lesson planning.”* The above findings corroborated with the PEO and the school principal’s assertion that workshops were conducted to train the teachers to effectively implement the curriculum. PEO reported that, *“we train them on different things, on the curriculum framework... show them how to handle SEN learners, we look at the whole curriculum...”* Furthermore, S3P1 cited that *“region is always much willing to assist by conducting workshops.”*

Furthermore, the documents reviewed by the researcher showed that indeed the teachers were able to scheme and prepare lesson plans as per the expected standard. However,

the researcher found that there was a limited number of copies of the 2012 IECD curriculum framework and was shared among all classes. The above findings prompted the researcher to further investigate the teachers' level of satisfaction with the in-service training they had received. Two of the teachers indicated that they were not satisfied with the manner in which the training had been conducted. For example, T2S2 said, *"When it comes to implementing it is not easy."* Furthermore, T1S1 stated that *"... with the moral and spiritual objective, it is very difficult to teach children because we see that nowadays people believe in different things."* The above findings suggest that the teachers found it challenging to address some topics in the 2012 IECD curriculum even though they had been trained to implement it.

The observations made in the classrooms showed of the teachers did not fully apply the play method to implement the 2012 IECD curriculum. For example, T2S2 made the children sing only at the end of the lesson. As far as the researcher is concerned T2S2's teaching approach was tantamount to lecturing. Contrary to the above observation, research shows that children learn best when they use all their senses. Shmis, Kotnik and Ustinova (2014) indicate that play acts as the epicentre of children's learning. Furthermore, as the children play they learn without knowing that they are learning, hence the need for play.

The above findings further motivated the researcher to interrogate the school supervisors and the regional education officer on how teacher training was conducted. P1S1 said, *"I am not familiar with the programme... the training is done by them, it's their duty."* The PEO echoed the above sentiment by saying, *"I have been nominated to babysit the programme"*. This suggests that he was not aware of any training given to the teachers to implement the 2012 IECD curriculum framework. Contrary to the above findings, Zahnd et al (2017) indicates that supervisors should be more knowledgeable or equipped at least with basic understanding of curriculum implementation issues.

Concerning the use of training guidelines, Lam and Tsui (2014) indicates that they are basic and powerful tools that should be used to empower teachers on effective curriculum implementation. Furthermore, Úcar (2013) indicates that teachers are at liberty to

implement the curriculum the way they understand it. The findings of the current study show that three participants indicated that the training guidelines were available and that the regional education office was solely responsible for training teachers. The PEO said *“...there isn’t a guideline for training... we look at the curriculum framework and say these are the most important things that we can assist teachers on”*. Furthermore, T1S1 said, *“They gave us notes, they showed us what to do with everything...”*

The above findings suggest that some of the participants did not know whether the training guidelines existed or not. The findings further showed that only one training workshop had been conducted from 25 to 29 June 2018 as shown by the PEO when he availed a copy of the workshop programme. See appendix J (a)). Contrary to the participants’ claim that there were no training guidelines, the above programme showed that the training had been provided. This suggests that the participants’ had not satisfactorily grasped the training or knowledge imparted during the workshop. Further perusal of the workshop programme by the researcher showed that the programme contained expected learning outcomes as well as the content, duration and venue of the workshop.

The findings of this study further suggested that teacher training was somehow centralised. This was confirmed when the PS1 said, *“The training is done by them, it is their duty”*. “Them” he referred to the PEOs. The above finding suggests that the training of teachers was the sole responsibility of the PEOs who according to the findings were not qualified to provide training on preschool curriculum implementation because they did not directly work with the teachers. Their mandate was to inspect the schools and not to train the teachers. The training was supposed to be conducted by the school managers. Zahnd et al (2017) argues that there ought to be clear training guidelines and duties of teacher trainers to promote effectiveness in the teachers’ work.

The findings of this study demonstrated that indeed teacher training promoted professional insight and teacher confidence in implementing the curriculum. T1S3 said, *“It was an eye-opener”* while T1S1 said *“I learnt more than what I did at tertiary...”* These findings are in agreement with the previous findings that teacher training significantly

improves teacher effectiveness. This further testifies that there is relatively good correlation between the whole process of teacher training and effective curriculum implementation. Further confidence was demonstrated by the fact that the teachers were able to comply with the set standards. (See appendix J (b and c)). However, few shortcomings were observed in that the record of work, lesson evaluations and some learning materials were not included in the records suggesting lack of effective supervision.

4.7.2 Theme 2: Effects of availability and non-availability of learning resources in implementing the 2012 IECD curriculum

This section discusses the influence of availability of resources in implementation of the 2012 IECD curriculum. Reference is made to the second objective of this study which was *“to identify the effects of provision of resources and materials on the successful implementation of the 2012 IECD curriculum.”* Abroampa (2018) indicates that provision and utilisation of resources in the teaching of children positively contributes to their understanding of concepts as young children learn through active involvement and manipulation of the materials they are learning. This is consistent with Bandura’s SCLT framework that teachers act as drivers of the curriculum and therefore they need be ‘models’ to assist in displaying the desired behaviours and attitudes to be learnt. Nolan and Raban (2015) suggest that the role models are aids or ‘Bobo doll’ as Bandura metaphorically calls them. It implies that availability and use of resources in teaching and learning are important as will be shown in the following section.

Abroampa (2018) indicates that there exists a strong correlation between availability of learning resources and effective curriculum implementation. This is confirmed by the findings of this study which show that the participants acknowledged the significance of availing learning resources to meet the daily desired learning outcomes. Almost all the participants alluded to the fact that some of the challenges they faced included inadequate teaching and learning resources such as trampolines, swings, toys and balls. The PES confirmed the importance of the resources by saying, *“They help development of pupils’ learning because at their tender age, children learn by seeing and help them to understand more on the concept.”* T1S1 suggested, *“We make teaching aids”*. T2S2

shared the same sentiments by saying, *“It makes my work easier”* implying a relatively good correlation between resources availability and effective curriculum implementation.

Observations made at the two schools showed that indeed resources made teaching and learning more effective. In T2S2’s class there was acute shortage of pencils and crayons. The children took long to colour their work because they exchanged the few available crayons.

4.7.3 Theme 3: Support offered towards promoting effective 2012 IECD curriculum implementation

This section discusses the significance of the type of support offered to teachers and preschools to promote effective teaching and learning. The discussion will be based on issues dealing with the nature of the support the teachers are given combined with the support they give themselves for the successful implementation of the 2012 IECD curriculum. In conjunction with Reinke et al (2014), the findings of this study show that indeed for curriculum to be effectively implemented individual teachers and schools should be assisted. This argument was confirmed by PS3 who said, *“We encourage schools to involve parents to help them”*. This resonates with Lewallen et al (2015) who emphasise the concept of “Whole School, Whole Child Approach which advocates for unity between all the concerned stakeholders involved in developing children and for the promotion of policies that learners’ independence.

Britto et al (2017) indicates that effective curriculum implementation is a result of a whole arrangement of social contexts. These social contexts range from home, schooling, wider community involvement, and policy influences. These social contexts resonate with the theoretical principles of SCLT and CoP as previously discussed. The CoP advocates for an integrated effort of those in the teaching fraternity to create an enabling environment for effective curriculum implementation (Smith, Hayes and Shea 2017). On the other hand, the SCLT emphasises the importance of an enabling environment for effective teaching and learning to take place (Zhou and Brown 2017).

The findings of the current study show that the participants agreed that their mandate was to support the preschool children. The participants pointed out that social contexts such

as the local government, regional education office and parents were essential for supporting the effective preschool curriculum implementation. The findings show that five participants indicated that the city council was wholly responsible for offering support through provision of learning resources. In conjunction with that, PS3 said *“The council is willing to provide resources”* and PEO said, *“Local Government provide the toys, desks...”*; and the PS1 said *“The resources that we use are from the council, Local Government, they are really helping me”*.

To confirm the above findings, the researcher reviewed some documents from the City of Francistown Council (2018) entitled Reception Class Materials Distribution for 2017 to 2018 (attached as appendix J (h)). The findings show that indeed the Council was responsible for providing all basic outdoor and indoor learning resources such as swings, trampolines, bunk beds and stationary. PES also confirmed this by saying *“I provide resources- outdoor teaching and indoor learning resources and maintaining facilities.”* Another document provided by the PES referred to as Resources Specifications Guidelines, Ministry of Education and Skills Development (2015) was reviewed. The document stipulates the guidelines for preschool learning resources, and is attached as appendix J (f). Information in this document showed that there were some legitimate expectations concerning the provision of resources on the part of Local Government to public preschools with regard to the implementation of the 2012 IECD curriculum. The guidance on provision of learning resources was meant to minimise inequalities in resource availability and to promote the quality of learning in all the schools (Ministry of Education and Skills Development 2015).

The observations made by this study show that indeed there was noticeable availability of teaching and learning resources. Some of the outdoor resources were kept indoors due to shortage of space. Furthermore, the findings of this study show that parental involvement was another form of support. As previously indicated, Morrison, Story, and Zhang (2015) indicate that parents have the potential to contribute positive results in the educational dispensation of their children through partnering with schools. The PS3 said, *“We encourage the schools to involve parents to help them”* and T1S2 said, *“The parents are the ones who buy rims of paper so that they scribble on them.”* The above findings

show that indeed some challenges occurring in schools can be solved through parental involvement. The PEO's comment that, "... *they were adopted and now the second class is flourishing as far as equipment is concerned,*" suggests that there is a relationship between parents and effective curriculum implementation. The PEO further reported that the parents had assisted the government by making donations towards the building of another classroom at a different school. The parents had also furnished the classrooms with learning materials.

Conversely two participants indicated that lack of parental support hindered the achievement of their goals of meeting the 2012 IECD curriculum objectives. T2S1 said that "*Parents are very reluctant help...*", and T2S2 shared the same sentiment when she reported that "*Parents don't even pop up money, always they will promise but they don't pay.*" The above findings suggest that in some instances parents were supportive and in others they were not. The above observation may be explained in terms of the fact that different socio-economic backgrounds determine whether parents can afford to support the schools or not. It was previously indicated that this study was conducted in a cosmopolitan environment where there exists a mixture of low and middle and high income earning families.

The findings of this study also show that parental support was a result of team effort that existed within the Francistown region. It was previously indicated that the CoP and SCLT theories advocate for the involvement of all stakeholders towards the promotion of effective curriculum implementation. These theoretical underpinnings are echoed by the participants who indicated that parental support could be attained through team effort and mentoring. They all alluded to the fact that teamwork assisted them to achieve their goals of effectively implementing the 2012 IECD curriculum. Furthermore, the PEO said "*to the parents I would say... please give this school, they don't have anything... we shall be taking teachers around schools to see, to benchmark best practice... we also encourage them that if you come up with anything that you feel should be shared, please say it... and then we also we have a group..., WhatsApp group so we share...*". All the above findings suggest that team effort assisted the teachers to effectively implement the 2012 IECD curriculum.

Supervision of the 2012 IECD curriculum was also found to be a problem in this study. Only one participant, T2S2 positively responded to the question addressing school support by indicating that, *“I think the HOD, she visits regularly to check what we are doing and gives advice where possible... helps with charts.”* The above finding suggests that the school-based supervisors visit the school for leisure and not for more serious PD purposes. This finding contradicts the research argument that supervisors should not be fault-finders but should assist teachers to provide positive and constructive feedback (Ozkan 2016). T2S2’s above observation seems to suggest that the HOD’s visits were more of ‘friendly’ visits where only a general observation of the class was made with a bit of unspecified purpose. Despite the above not so encouraging finding, S2 HOD positively said that the class observations that were conducted indicated that the advice that she gave benefited the teachers in her school. She had seen posters and charts that were visible and readable. This finding confirms the findings previously stated in section 4.6 indicating that the teachers were adequately trained to implement the preschool curriculum.

With regard to school managers’ support the T1S3 said, *“I don’t think they are supporting, they don’t support when it comes to resources... maybe there is lack of knowledge”* (T1S3). This finding contradicts Sarikaya et al’s (2016) assertion that school managers as immediate supervisors should be involved in issues concerning teachers’ PD. This is because school managers work closely with teachers in coordinating all school activities ranging from supervising curriculum development and implementation activities, as well as organising teaching and learning resources to staff development procedures. Furthermore, Derrington and Campbell (2015) indicate that school managers should be held responsible for coordinating and supporting curriculum development activities in their respective schools.

4.7.4 Theme 4: Challenges faced by teachers in implementing the curriculum

As previously indicated, regardless of the amount of support a particular preschool and teachers are offered in order to be efficient in their work, there will always be challenges. This section is aimed at discussing the different challenges that manifest in different schools as experienced by different teachers. This theme is discussed in relation to the

fourth objective *“to explore resources and support strategies teachers use in when implementing the 2012 IECD curriculum.”* In Section 4.7.2, it was shown that there is correlation between support and challenges experienced by the teachers. The findings of this study show that unavailability of learning resources and lack or limited space for play were major challenges that hampered effective implementation of the 2012 IECD curriculum. Other challenges included teachers’ training backgrounds and lack of parental support. In accordance with the SCLT and CoP theories, the researcher concluded that the teachers were faced with major challenges of lack of proper training and inadequacy of resources, which translated to insufficient support systems in the preschools.

The findings of this study show that amongst all the eight participants of this study, a total of seven were in unison that learning resources acted as main challenges affecting teachers in their daily teaching-learning activities. Furthermore, three teachers were concerned about lack of indoor and outdoor space. The above findings may be explained in terms of lack of adequate funding as was alluded to by the PES when she reported that *“We are no longer having funds for these materials... we didn’t plan for it... we didn’t budget for it this year.”* Furthermore, some of the participants indicated that, *“there are not enough resources; some schools don’t have enough materials (PEO).”* T1S2 said *“We don’t have the resources or learning materials,”* and this was also raised by T1S3- *“but the truth is there is nothing... no resources or things or stationary.”* The above findings contradict the PES’s claim during the interview about the City of Francistown Council (2018) that indicated that the specified learning resources were equally distributed to all the concerned schools. The above contradiction could be explained in terms of the fact that some of the interview findings were dishonest or biased or that the schools were not keeping careful inventories of the schools’ resources probably due to insufficient supervision and monitoring as already indicated.

The above findings also contradict Abroampa's (2018) argument that the challenges of unavailability of resources compel teachers to meet the desired curriculum needs by improvising alternative resources. Abroampa (2018) also advocates for provision of relevant teaching and learning resources as part of offering support towards promoting effective curriculum development and implementation. This assumption is confirmed by

the PES who reported that *“I think teaching and learning is difficult”*, and the PEO who said, *“I found that these bikes were in the store-room and children had never used them because they were not enough...”* Still on the same note the PEO said, *“teachers use small crayons which easily break... with small children, with small fingers, they can’t handle small things”*. The above findings indicate that the teachers are deterred by challenges beyond their comprehension to effectively implement the 2012 IECD curriculum goals and this by extension impairs the intended holistic development of the children.

Other major challenges observed in this research were time limit, classroom environment, council, school and regional education support challenges. T2S2 indicated that there seemed to be a *“time limit for the lesson.”* Given the argument by Shmis, Kotnik and Ustinova (2014) that at this level of education, a flexible timetable can be the best remedy for challenges of time, it could be concluded that the teachers were not conversant with time management skills or the 2012 IECD curriculum itself. Furthermore, T1S1 said *“We have a problem when it comes to things like polish because our classrooms are dirty. And when we ask parents to at least help with some money, they complain and say, you want lots of money, but yet complain that their children get sick because of the dust from the classroom...”* This again suggests lack of parental support. The participant claimed that the parents did not assist with agreed upon funds to purchase cleaning materials. This was reported to lead to accumulation of dirt in children’s classrooms, which resulted as a health challenge. However, two of the observed classes were neat and well taken care of. The above argument could be explained in terms of the fact that small children easily soil classrooms.

Lack of school and regional education support was also cited by T1S3 that *“they are not supporting when it comes to resources, maybe there is lack of knowledge”* and that with regard to the regional support, *“I have never met anyone from the region.”* The above findings suggest that the above teacher was not satisfied with resources provision and visitations of the school and the region.

4.7.5 Theme 5: Suggestions for effective implementation of the 2012 IECD curriculum

In this section the participants were asked the following question: *“how satisfied are you with the process of training aimed towards effective implementation of the 2012 IECD curriculum?”* In response to this question most of the participants made suggestions about how the 2012 IECD curriculum should be effectively implemented. They suggested that a needs analysis study should be conducted to find out how teachers can be professionally assisted to effectively implement the suggested curriculum. This suggests that the teachers’ curriculum implementation efficacy would improve if their needs were met. In line with the SCLT and CoP theories, the above findings suggest that teacher-training guidelines should be tailored towards PD of the teachers in the area of curriculum implementation. Similarly, Parker and Tannehill (2015) highlight the significance of training, resource provision and any other form of support in promoting efficient curriculum implementation.

Furthermore, the participants indicated that they valued regular training and wished it could involve their supervisors. T1S2 said, *“... maybe it should have started with the officers, those HODs, the Head teachers on a regular basis”*. This participant probably attributed their curriculum implementation challenges to lack of knowledge on the part of supervisors and the duration of training they received. A similar sentiment was echoed by T2S2 who said, *“I think they must make more of these workshops and fairs... maybe two or three workshops... including counselling because we are dealing with different children from different backgrounds”*. It is interesting however to note that although the PEO as previously indicated reported that there was no plan for training teachers on the 2012 IECD curriculum implementation, P1S3 indicated that *“we can always forward it to them”*. This statement suggests that there was a possibility of conducting a needs analysis study on how teachers could be assisted to implement the 2012 IECD curriculum under the auspices of the school managers who would then direct the findings of the study to the PEOs or assist teachers locally through their staff development committees.

More suggestions were provided on what could be done to effectively implement the curriculum resource sharing. The PEO suggested that the teachers should encourage the

children to share resources by saying, “*you can use them while you are 40 and children like to share.*” Furthermore, T1S2 and T1S3 suggested an increase in the materials for curriculum implementation as well as an improvement on the meals and the diet offered to the children.

4.8 CHAPTER SUMMARY

This chapter presented comprehensive analysis and interpretation of qualitative data collected from the conducted interviews, class observation and studied documents. This was based on the demographics of the study. Themes that emerged were also presented and succinctly discussed. In the following chapter, the merged thematic analysis were used to draw the summary, conclusions and recommendations in the following chapter.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the researcher engaged in incorporating all the chapters to make a general summary, conclusions and recommendations of the study. Summary gives concise information about the chapter or whole study from topic formulation to recommendations, while conclusions entail what readers can learn from the whole paper or chapters. From the conclusions made, the researcher make recommendations, which are suggestions to address the problem as it manifests itself (Thesis Clinic 2018). The study investigated the experiences of preschool teachers concerning the implementation of the 2012 IECD curriculum framework in Francistown, Botswana.

5.2 SUMMARY OF THE CHAPTERS

Chapter 1 provided a general overview to the background of this study, its purpose, as well as the research problem it was addressing. The chapter also presented the research methodology, as well as the reliability, validity and trustworthiness of the data collection instruments. Also discussed was preschool curriculum implementation in the global, Sub-Saharan, and Botswana contexts. The chapter also introduced the preliminary literature review and theoretical frameworks that underpinned the study.

Chapter 2 presented an overview of preschool curriculum implementation by specifically discussing the following topics: teachers' training backgrounds, teachers' experiences, availability of resources, instructional supervision as well as support offered to teachers for effective curriculum implementation. These topics were discussed in conjunction with Edward Bandura's SCLT and Etienne Wenger's CoP theories.

Chapter 3 Provided a more detailed description of the research methodology used in this study. It also highlighted that the qualitative phenomenological research design was adopted for this study directed by the interpretive paradigm. It was explained that the study explored the views and experiences on the implementation of the preschool curriculum.

Chapter 4 presented the findings of this study. Specifically data collected from face to face interviews was analysed together with that from the observations and from the reviewed schemes of work, lesson plans, teaching methodologies and the in-service training program. The findings from these tools were cross-referenced against the information provided in the literature and conclusions were drawn about the implementation of the preschool curriculum in Francistown preschools.

Chapter 5 presented a summary of the findings according to the order in which the questions appeared starting with the main research question; *‘what are the experiences of preschool teachers in the implementation of the 2012 IECD curriculum framework in Francistown, Botswana?’* The following subordinate questions were asked by this study:

1. *What form of training were preschool teachers offered towards implementing the 2012 IECD curriculum?*
2. *What effect did government support in relation to resources provision and material play have on the implementation of 2012 IECD curriculum?*
3. *What resources and support strategies do teachers use to implement the 2012 IECD curriculum?*
4. *What kind of training guidelines do teachers followed to implement 2012 IECD curriculum?*

5.3 RECAP OF THE RESEARCH FINDINGS IN ADDRESSING THE RESEARCH QUESTIONS

This section recaps on the main research question as well as the secondary questions asked by this study.

5.3.1 The main research question

This was”: *What are the experiences of teachers in implementing the 2012 IECD curriculum?”*

The findings of this study show that the participants’ raised issues such as training, implementation challenges and support initiatives, shortage of resources, and lack of supervision.

5.3.2 The first subordinate research question (What form of training is offered towards promoting implementation of the 2012 IECD curriculum?)

The above question investigated the form of training offered to preschool teachers to promote effective implementation of the 2021 IECD curriculum. The findings showed that the teachers were indeed trained to implement the preschool curriculum. However, the training was flawed because it was implemented in only five days and the content of the training seemed to be congested and somewhat unrelated to the teachers' needs. The findings also showed that the immediate supervisors of the teachers were not included in the training. This contradicted Lam and Tsui's (2014) argument that for effective teaching and learning to take place, all concerned stakeholders need to be well versed with the curriculum.

Another major finding of this study was that the participants (especially the teachers) complied with the set standards of the curriculum framework and were therefore able to assist the children accordingly. This was observed from the interviews, class observations, as well as from the review of the schemes of work, lesson plans and children's work.

5.3.3 The second subordinate question (What did government support in relation to resources provision and material play have on the implementation of the 2012 IECD curriculum?)

Sub-question two was concerned with the effects of lack of resources and materials towards successful implementation of the preschool curriculum. This sub-question was asked against the understanding that the SCLT and CoP theories advocate for the creation of an enabling environment for teachers to be efficient in their work. This question "*What are the effects of availability and non-availability of learning resources toward effective implementation of the 2012 IECD*" specifically sought to find out about the officer responsible for providing support, as well as the kind of support needed to implement the preschool curriculum. The findings of this study showed that the participants felt that the learning resources should be provided by parents, the Local Government as well as the schools themselves.

The findings of this study generally showed that the participants were worried about the lack of learning resources that was affecting their work. This is in line with Abroampa's (2018) observation that the availability and value of resources affected the effective implementation of the curriculum. Based on the above findings this study concludes that the MoBE, parents and other stakeholders are responsible for assisting preschools with learning resources, but most importantly the teachers should be trained to effectively teach with little resource.

Different forms of support mechanisms were also identified as follows: Efficient in-service teacher training, availability of learning resources, parental involvement and team spirit support (CoP). Lewallen et al (2015) argues that all the stakeholders from different contextual backgrounds should be engaged to support schools and teachers towards promoting effective curriculum implementation.

The findings of this study also showed that supervision in the preschools was centralised; and that this status quo did not promote effective implementation of the curriculum. Contrary to this, Ozkan (2016) advocates for involvement of school managers in supervising teachers during curriculum implementation procedures. According to Ozkan (2016), school managers as the immediate supervisors are better positioned to advise teachers on curriculum implementation issues.

5.3.4 The third subordinate question (What resources and support strategies do teachers use in implementing the 2012 IECD curriculum?)

The above question sought to find out what the teachers did to support themselves in a situation where the government and other stakeholders such as parents did not offer them necessary support needed to effectively implement the preschool curriculum. The findings of this study showed that most teachers were proactive as they improvised or made their own learning resources or used money from their pockets to meet the classroom needs. The teachers' innovativeness corroborates Reinke et al (2014) argument that through team work teachers can share ideas and experiences in order to address the challenges they encounter in teaching. This observation is in sync with SCLT and CoP theories that teachers can support one another when they are provided with relevant skills and resources.

5.3.5 The fourth subordinate question (What kind of training guidelines do teachers follow to implement the 2012 IECD curriculum)

The above question sought to find out about the training guidelines used by teachers to implement the preschool curriculum. The findings showed that in as much as the teachers appeared to be satisfied with their different levels of pre- service training, they equally felt in-service training was inadequate in terms of duration and content. All the participants suggested regular in-service workshops based on the needs identified by their supervisors during the needs assessment studies. This suggestion is consistent with Zahnd et al (2017) advice that there is need for a training model of some kind to be in place for effective training of teachers and their supervisors.

The statements respectively made by T2S2 and T1S that, “*when it comes to implementing, it is not easy...*” and “*So with moral and spiritual it is very difficult to teach...*” suggest that there were some gaps in the training provided to the teachers. These gaps might have left the teachers clueless on what they were supposed to do hence suggestion for training guidelines. This study suggests that the guidelines should be informed by a collaborative approach theory, and be implemented according to different stages of intervention. Ashgar and Ahmad (2014) indicate that the collaborative approach combines all the helpful strategies that the trainer deems would assist the teacher to become fully empowered. This implies that using these guidelines would enhance teacher development as all measures needed to promote the effectiveness of the teacher would be employed. The training guidelines are presented in section 5.7.

5.4. LIMITATIONS OF THE STUDY

The first limitation of this study is that it was conducted only in the City of Francistown and therefore its findings cannot be generalised to describe preschool curriculum implementation in the whole of Botswana.

The second limitation is that although the interviews, documents review and observations data collection methods were triangulated, they are subject to biasness from both the researcher’s side and the participants.

The third limitation is that the use of the term curriculum seems to be all- encompassing. The researcher therefore recommends that future studies should individually investigate specific curriculum implementation variables.

5.5 IMPLICATIONS OF THE RESULTS TOWARDS CURRICULUM IMPLEMENTATION

The findings of this study suggest that the teachers' experiences and reflections concerning the implementation of the 2012 IECD curriculum were either constructive or unconstructive. Constructive reflections contain positive and promising feedback while unconstructive ones encompass negative feedback.

The constructive feedback in this study suggests that proper implementation of the 2012 IECD curriculum would yield observable developmental milestones in the development of preschool education in Botswana. This country would be able to match the standards of some of the best performing countries in the world and thereby benefit from producing some holistically developed children who would be able to influence sustainable development of the country. Furthermore, the children would be able to attain learning from a young age and to perform well as they go into other levels of education and life skills. This is because research has proven that children, who have passed through this very basic level of education, tend to be better placed in terms of adapting to school activities as they progress.

The second implication of this study is that in order to improve their efficiency, preschool teachers should be constructively supervised and assisted to become effective and to appreciate their faults in the implementation of the 2012 IECD curriculum. In this study the teachers felt that their immediate supervisors were ineffective because they were not involved in carrying out supervisory roles due to lack of knowledge of the suggested curriculum.

5.6 RECOMMENDATIONS

The recommendations below are based on the order of authority and priority in terms of whose mandate it is to engage in the training of preschool teachers.

5.6.1 RECOMMENDATIONS TO THE REGIONAL EDUCATION OFFICE

The regional education office is involved in this study because the 2012 IECD curriculum was developed by the DCE in 2012 and implemented 2014. However, in-service training guidelines were not included in the implementation to guide both experienced and new teachers.

Recommendation 1: In-service Training Guidelines for the 2012 IECD curriculum implementation should be introduced with clear and specific roles of teachers and trainers. The guidelines should also clearly stipulate the content as well as the duration of the curriculum. Preschool education specialists should be involved in developing the guidelines.

Recommendation 2: A needs assessment survey should be conducted annually to investigate the challenges faced by the preschool teachers implementing the 2012 IECD curriculum. The findings of the needs assessment study will also help the teachers to evaluate themselves and provide information that will be added to the in-service teacher training content by the regional education office.

5.6.2 RECOMMENDATIONS TO THE PUBLIC PRESCHOOLS IMPLEMENTING THE 2012 IECD CURRICULUM

The school leadership or the teachers' immediate supervisors should be actively involved in supporting the teachers to effectively implement the 2012 IECD curriculum. The effectiveness of teachers is assumed to be realised when teachers are able to interpret the said curriculum and fully engage learners. The findings of this study show that some of the teachers and the school principals indicated that the supervisors were not involved in supervision due to lack of understanding of the 2012 IECD curriculum.

Recommendation 3: The school supervisors should be trained on the implementation of the 2012 IECD curriculum through in-service workshops. This will help the supervisors to mentor the teachers to effectively implement the curriculum.

Recommendation 4: Supervision and monitoring checklist should be developed for the school leadership in order to help them partake in the supervision and monitoring of preschool activities.

Recommendation 5: A special needs assessment instrument should be designed for teachers and administered by their immediate supervisors. This will help the supervisors to provide appropriate support to the teachers. This tool should be forwarded to the regional education officers to help them understand the teachers' needs.

5.6.3 RECOMMENDATIONS TO THE TEACHERS IMPLEMENTING THE 2012 IECD CURRICULUM

The findings of this study suggest that all schools and teachers were not properly consulted when the preschool training guidelines were developed. The following are some of the recommendations specifically tailored for the teachers:

Recommendation 6: Induction courses or workshops should be conducted for newly employed teachers at school level to help them benchmark with the old ones and to promote team spirit.

Recommendation 7: Teachers should also conduct their own individual needs assessment surveys once in a while and forward the findings to their immediate supervisors who would then forward them to the regional education office for further analysis and planning of the teacher training content.

5.7 SUGGESTIONS FOR AN INSERVICE TEACHER TRAINING GUIDELINES FOR EFFECTIVE CURRICULUM IMPLEMENTATION

In this section clearly defined guidelines are suggested based on the above recommendations as well as the SCLT and CoP theories. These guidelines are four tiered as follows: teacher induction, school intervention, training and assessment.

These guidelines will hopefully assist teachers and their supervisors and create a common understanding and interpretation of the 2012 IECD curriculum.

Figure 5.1 General procedures for the development of the suggested teacher-training guidelines for implementing the 2012 IECD curriculum

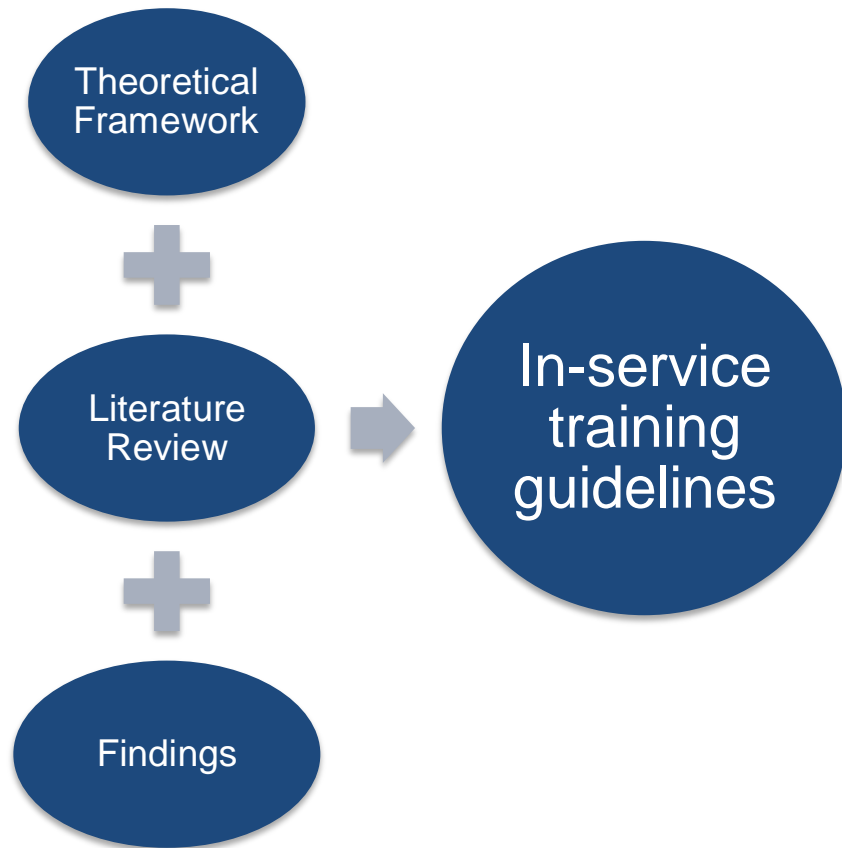


Figure 5.1 shows that the general procedures for developing the curriculum combined the theoretical framework, literature review and the findings of this study.

Figure 5.2: The suggested in-service teacher training guidelines

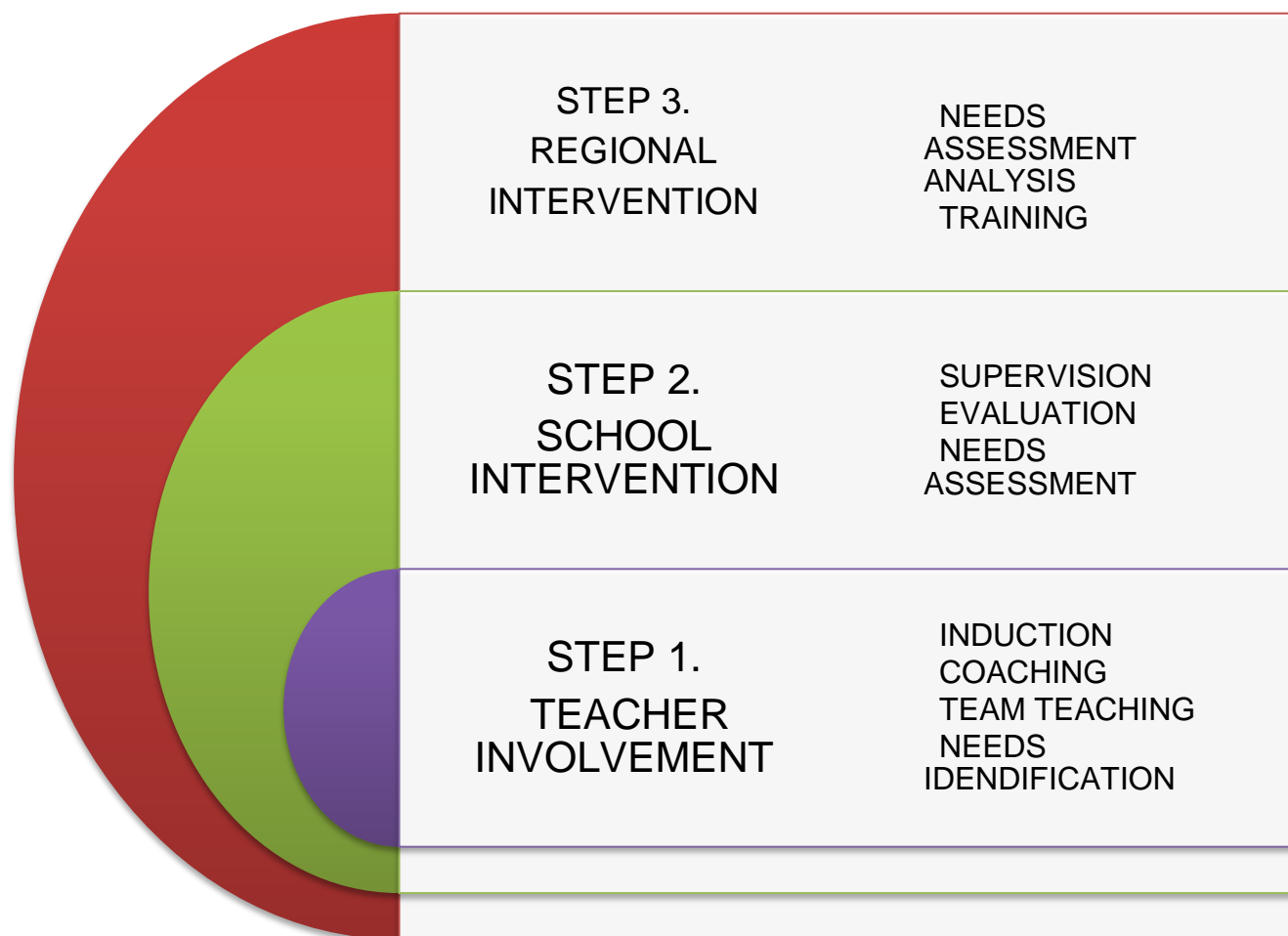


Figure 5.2 above shows the in-service teacher training guidelines that will assist teachers experiencing challenges during the implementation of the preschool curriculum. The guidelines suggest that the teacher training process should be retrospective and implemented through team effort between the relevant offices.

The different colour codes indicate the perceived connectivity that the different stakeholders will have. For instance, the red belt for the regional education office is all-

encompassing, indicating that as the policy developers, they have the mandate of driving the Ministry's initiative of preschool curriculum implementation through conducting a needs assessment analysis, in-service training and evaluation to promote teachers' efficiency. The lime colour represents the school. It is surrounded by the all-encompassing red colour, which implies expected support from the region and it stretches to cover the teachers. This implies that the school will have to work closely with the teachers in enforcing the ministry's initiatives. Below is a description of how the guidelines should be used:

5.7.1 Step 1: Teacher involvement- Induction, coaching and needs identification.

All newly employed teachers should follow the induction process to acquaint them with the syllabus. After induction the teachers should consult other teachers for mentoring and assistance. During that process they will learn more and identify their weaknesses pertaining to the implementation of the 2012 IECD curriculum.

5.7.2 Step 2: School interventions in assisting teachers

The school leadership should supervise and monitor the 2012 IECD curriculum implementation process at school level first. They should do that by conducting supervisory duties, by providing feedback, and by evaluating and conducting a survey on the needs of the teachers. They should then submit the reports and other official documents to the relevant education office.

5.7.3 Step 3: Regional education office interventions in assisting teachers

The regional education office's main role as policy developers will be to conduct needs assessment surveys in the schools based on the information received from the schools. The education office will then use the findings to decide on the type of training needed by the teachers and to evaluate the 2012 IECD curriculum implementation progress. The evaluation process would be carried out during their recurrent inspectorate visits.

5.8 RECOMMENDATION FOR FURTHER RESEARCH

Longitudinal research on the application of a specific area of the guidelines is recommended.

5.9 CONCLUDING STATEMENT

This study investigated the experiences and reflections of preschool teachers with regard to the implementation of the 2012 IECD curriculum. The findings of this study showed that the preschool teachers faced different challenges during implementation of the specified curriculum. As a result, effective pre-service and in-service teacher training were recommended for teachers to make them highly adaptive, efficient and competitive preschool curriculum implementers. Also recommended was the localised support system within each preschool as well as support from the regional education office to facilitate effective implementation of this curriculum.

Guidelines were developed indicating steps that can be followed by all the stakeholders to master and implement the 2012 IECD curriculum. For example, the guidelines recommend steps the teachers can follow to facilitate team teaching, and to develop their own resources. Understandably, curriculum implementation issues cannot all be solved locally, and thus regional education support interventions and training of the teachers are inevitable.

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APPENDICES

APPENDIX A: LIST OF SELECTED PARTICIPANTS AND THEIR LOCATIONS

PARTICIPANT	LOCATION
Teacher 1	School 1
Teacher 1	School 2
Teacher 2	School 2
Teacher 3	School 3
PEO	Regional Education Office
PES	Local Government

**APPENDIX B: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH TO THE
MINISTRY OF BASIC EDUCATION (REGIONAL EDUCATION OFFICE)**

College of Education

P. O. Box 392

UNISA

003

Pretoria

14.01.18

The Regional Education Officer

Ministry of Basic Education

North East Regional Office

Francistown

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN PRE- PRIMARY
SCHOOLS IN FRANCISTOWN: EL BAWANI.**

I am undertaking a study about **Preschool Teachers' Experiences and reflections in the Implementation of the Preschool Curriculum for five to six year olds in Francistown, Botswana** for a Master's Degree in Curriculum Studies (Early Childhood Development) at the University of South Africa (UNISA). I am requesting permission to conduct research in Francistown preschools that are implementing the 2012 Integrated Education Curriculum Development. The purpose of this academic study is to examine the views of preschool teachers with regard to curriculum implementation and quality of ECD education with the view to make recommendations for improvement of ECD curriculum implementation. The University Research Ethics Committee requires written acceptance of this request from your office.

To achieve this, my thesis supervisor has advised me to identify an expert panel that will help me to select ECD centres in Francistown in use of the suggested curriculum. We

believe that this expert committee possesses knowledge about ECD curriculum implementation and help me to identify centres that will provide information needed to examine inhibiting factors to effective implementation. You have been nominated to be part of this expert committee and your expert assistance on this issue will be highly appreciated.

For any clarifications, please do not hesitate to personally contact me at this number **71886052** or my supervisor at +274294582 or +27 724961285, email: phatun1@unisa.ac.za.

Thanking you in anticipation.

EL Bawani.

APPENDIX C: APPROVAL TO CARRY RESEARCH FROM THE REGIONAL EDUCATION OFFICE

SAVINGRAM

FROM: Director
Regional Operations
North East Region



A. S. Makhila
For DRO

TEL: 2413181/2415075

FAX: 2415606

TO: School Heads
Francistown Schools
North East Region

REF: NE/R 1/131 (117)

16 March 2018

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

We acknowledged receipt of the letter requesting for permission to conduct a research in Francistown Reception classes. The request has been acceded to and permission granted. You are to allow E.L. Bawani to conduct a research on 'Reflections and views of preschool teachers to implementing the 5 year olds curriculum'

Thank you.



APPENDIX D: PERMISSION LETTERS TO THE SCHOOL PRINCIPAL

RESEARCH TITLE: Preschool Teachers' Experiences and reflections in implementing the pre-primary Curriculum for four to five year olds in Francistown, Botswana

I, Elisa Leungo Bawani, M.Ed. student from the Department of Early Childhood Education at University of South Africa hereby request for permission to conduct research in your school. You and the identified preschool teachers at your school are requested to participate in this research study.

PURPOSE OF THE STUDY

The aim of this qualitative study is to explore the personal experiences and views of the four to five year olds preschool teachers with regards to their implementation of the 2012 IECD curriculum. You as the principal will also be approached to give your views and reflections as the supervisor.

PROCEDURES

The principal, together with the identified teachers, if you agree to participate in this study, would be asked to do the following:

Step 1: Sign a form of consent to participate in research

Each will be given individual consent forms to show agreement on participating to the study.

Step 2: Individual interview

Individual interviews will be conducted with the principal and the ECD teachers for four to five year olds about key topics asked concerning curriculum implementation.

Step 3: Documents analysis

A number of documents namely; the 2012 IECD curriculum blueprint, teachers' guides, daily schedule, children's workbooks, textbooks and observation tools would be requested. In some instances, some copies would be made with your consent for study purposes.

POTENTIAL RISKS AND DISCOMFORTS

Although the nature of this topic is less risky and or may lead to some discomforts, please note that no one is under any obligation to answer any questions that may make them feel uncomfortable. If at any time during questioning, there is a feeling of discomfort, one would be free to inform me and withdraw from answering such questions without being expected to explain their reasons of discomfort.

POTENTIAL BENEFITS TO PARTICIPANTS OR THE SCHOOL

There might not be a direct benefit to the school but, at an academic level, it can contribute to understanding of preschool curriculum implementation. On the practical side, it may be useful in professional development programmes for teachers, empowering them to acknowledge and support their learners in their everyday teaching and learning. Ultimately, it can help learners to develop holistically, be empowered to take control of their own learning and to engage in life-long learning, making relevant contributions to their communities and to society as a whole. This research can potentially encourage curriculum implementation, revision and adaptation, allowing more contextualised and localised learning to take place across the various school contexts.

PAYMENT FOR PARTICIPATION

Participation is voluntary, therefore no form of remuneration will be provided.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with any participant or the school will remain confidential and be disclosed only with the school's or participant's permission or as required by law. Confidentiality will be maintained by means of pseudonyms (fictitious names) that will be used instead of real names to respect confidentiality.

The audio-recordings will be stored on the researcher's password protected computer.

The findings will be reported in the researcher's Master's dissertation without any identifiable data about the participants or the school where the research took place. The

information will be erased from the researcher's computer once the dissertation has been completed.

PARTICIPATION AND WITHDRAWAL

All participants have a right to choose whether to participate in this study or not. Those who volunteer to take part in this study may withdraw at any time without consequences of any kind. They may also refuse to answer any questions they feel uncomfortable with, and still remain in the study.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the researcher: Elisa L. Bawani on this number +267 71886052/ +267 72661245 or the supervisors; Prof N C Phatudi, +27 724961285, phatun1@unisa.ac.za or Dr R S Mphahlele, +27 73 898 7987, emphahrs@unisa.ac.za.

PRINCIPAL SIGNATURE:

DATE:

APPENDIX E: PARTICIPANTS CONSENT LETTERS

Title: Preschool Teachers' Experiences and Reflections in implementing a re-primary Curriculum for five to six year olds in Francistown, Botswana.

Dear Participant,

My name is Elisa Leungo Bawani. I am a Master's student with UNISA. I am investigating the views and reflections of preschool teachers on the 2012 IECD curriculum implementation in Francistown, Botswana. I would like to find out the views, reflections and experiences of teachers in implementing the four to five years olds preschool curriculum.

Procedures

If you agree to participate, I will talk to you for about 30 minutes and your conversation will be tape recorded and script written too. Seven other participants will also be interviewed and their responses and yours will be reported as findings. Your participation in this interview is completely voluntary (this means you and only you can choose whether you would like to join the study or not). You may refuse to answer any question that makes you feel uncomfortable. You do not have to give me a reason for refusing to answer specific questions. You can decide to stop participating any time. If you decide you do not want to be part of this study, there will be no consequences for you. If at any time during the interview you decide you do not want to be part of the study you can do so by letting me know and it will be stopped. There is no wrong or right answer to any question. I only want to know your opinions and ideas. The study does not anticipate any risks to you.

Privacy and confidentiality

I shall not record your name in this study but will use a pseudonym instead. To help me remember what you say here I will record you on the audio tape and I will take notes as well. After translating your spoken conversation into written conversations the tapes will be destroyed. The only place your name will be recorded is on the information sheet and the informed consent form. These forms will only be in my possession and will never be used in any research output.

Benefits

There are no direct benefits from this study but your participation is highly valued as it would help us find out how the 2012 IECD curriculum implementation programmes are and can be improved to cater for children's holistic development. With the information gained from the interviews and documents study, the researcher will evaluate ECD programmes and help in effective use of the curriculum blueprint. If you have questions about the study you may ask now. If you do not have questions and agree to participate in this study, then we will go ahead and begin the interview. But first, I will ask you to sign this form stating that I, the interviewer have informed you of your rights and that you have agreed to participate in this interview. This is the only place your name will be entered. If you do not wish to sign your name you may simply mark with an "X".

VOLUNTEER'S STATEMENT

The interview process has been explained to me. I have been given a chance to ask questions I may have and I am satisfied with clarifications made. I also know that; my records will be kept private and confidential; I can choose not to be interviewed, not to answer certain questions or withdraw from the interview at any time I feel uncomfortable. I give consent that my interview can be tape recorded and notes taken. I understand that 7 other volunteers' interviews will be analysed with mine and reported on as findings of the study.

Name of Volunteer.....

Position Title.....

Signature of Participant.....

Date.....

INTERVIEWER'S STATEMENT

I E.L. Bawani, the undersigned, have defined and explained to the volunteer in a language that s/he understands, the procedure to be followed and the risks and the benefits involved and the obligations of the interviewer.

Signature.....

Date.....

APPENDIX F: UNISA RESEARCH ETHICS COMMITTEE APPROVAL LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/11/14

Ref: **2018/11/14/58532390/70/MC**

Name: Mrs EL Bawani

Student: 58532390

Dear Mrs Bawani

Decision: Ethics Approval from
2018/11/14 to 2021/11/14

Researcher(s): Name: Mrs EL Bawani
E-mail address: 58532390@mylife.unisa.ac.za
Telephone: +26 77 188 6052

Supervisor(s): Name: Prof NC Phatudi
E-mail address: phatun1@unisa.ac.za
Telephone: +27 12 428 6521

Title of research:

Preschool teachers' experiences and reflections in implementing a pre-primary curriculum for five to six year olds in Francistown, Botswana

Qualification: M. Ed in Early Childhood Development

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/11/14 to 2021/11/14.

*The **low risk** application was reviewed by the Ethics Review Committee on 2018/11/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
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www.unisa.ac.za

APPENDIX G: INTERVIEW GUIDES

a) Preschool teachers' interview schedule

1. How has the 2012 IECD policy been helpful in helping you to achieve effective and holistic teaching of children four to five years old?
2. What challenges did you experience when using the 2012 IECD policy to achieve effective and holistic teaching of children?
3. How has the availability of learning resources and materials affected you towards effective implementation of the 2012 IECD curriculum?
4. How has the non-availability of learning resources and materials affected you towards effective implementation of the 2012 IECD curriculum?
5. How does the region or school offer support for you to effectively implement the 2012 IECD curriculum?
6. How has the suggested curriculum assisted you in involving children to participate in their daily teaching and learning activities?
7. How has your level of training assisted you towards effective implementation of the 2012 IECD curriculum?
8. What form of training guidelines are in place for preschool teachers with regard to effective implementation of the 2012 IECD?
9. How satisfied are you with the process of training aimed towards effective implementation of the 2012 IECD?

b) Principal's interview schedule

1. What are the teachers' experiences you observed with regards to the implementation of the 2012 IECD?

2. How do they use the daily teaching guide?
3. How do you monitor effective implementation of the 2012 IECDC?
4. How has availability of learning resources and materials affected your teachers' ability to implement the 2012 IECDC effectively?
5. How has non-availability of learning resources and materials affected your teachers' ability to implement the 2012 IECDC effectively?
6. How does the Regional Education Office assist your school and teachers to implement the 2012 IECD curriculum effectively?
7. What form of training guidelines are in place in your region/ school to promote effective implementation of the 2012 IECDC for preschool teachers?
8. How has the training programmes offered to your preschool teachers assisted in addressing their different training needs for effectiveness in implementing of the 2012 IECDC?

c) Education officer's interview schedule

1. During your inspections on monitoring of the implementation of the 2012 IECDC, what experiences of teachers have you observed?
2. What level of training; pre- or in-service is offered in the preschools that you support with regard to the 2012 IECDC?
3. In your view, how has the availability of learning resources and materials affected effective implementation of the 2012 IECDC?
4. How has non-availability of learning resources and materials affected your teachers' ability to implement the 2012 IECDC?
5. How does the ministry or government support preschools and teachers partaking in the cascading of the 2012 IECDC for its successful implementation?

6. How does the suggested curriculum blueprint assist teachers in involving children to fully participate in their daily teaching and learning activities?
7. What monitoring indicators are in place to measure effectiveness and assist in the training and guidance of preschool teachers for effective implementation of the 2012 curriculum?
8. What form of training guidelines are in place in your region to promote effective implementation of the 2012 IECDC for preschool teachers at preschools?
9. How have the training guidelines in place assisted in addressing their different levels of training needs for effectiveness in implementing of the 2012 IECDC?

d) Local government- principal education secretary

1. What are your observations regarding the experiences of teachers in implementing the preschool curriculum?
2. In your view, how has the availability of learning resources and materials affected effective implementation of the curriculum?
3. How has non-availability of learning resources affected teachers' ability to implement the curriculum?
4. How does the government support teachers to achieve effective implementation of the curriculum?
5. What are your views regarding to the newly suggested curriculum in relation to involvement of children's full participation in the daily teaching and learning?

APPENDIX H: OBSERVATION CHECKLIST FOR CURRICULUM IMPLEMENTATION IN PUBLIC PRESCHOOLS IN FRANCISTOWN, BOTSWANA

School: _____ Observed: _____ Date: _____ Duration of observation: _____ Length of service: _____ Qualification: _____

The scale below is used: **Never** implying that the teacher never applies the implied aspect, **Sometimes** implying that it is done on rare occasions and **Always** meaning all the time a certain aspect appeared to be applied.

Never	Sometimes	Always
1	2	3

CURRICULUM MILESTONES	IMPLEMENTATION	SCORE	COMMENTS
1. Teacher's compliance to the proposed curriculum framework a) Teacher refers to the curriculum framework and teachers' handbook. b) Proper preparation of scheme of work carried out. c) Appropriate lesson planning prepared. d) Learning areas clearly demarcated. e) The classroom arranged such that children can move easily around the room. f) Classroom posters are available, visible and within children's readability			

2. Availability of teaching and learning resources a) All learning areas are adequately resourced to support the number of children b) Teaching and learning resources are available and appropriately used. c) Teaching and learning resources were in good condition d) Teacher was able to improvise some resources that were unavailable.		
3. Children participation a) All children, including those in need of extra help were involved in planned activities. b) Children allowed to initiate activities and teacher supported them to expand their learning. c) Teacher assisted children facing challenges and those waiting for transitions.		

APPENDIX I: CONSENT LETTERS AND FORMS

a) Principal's consent form

programmes for teachers, empowering them to acknowledge and support their learners in their everyday teaching and learning. Ultimately it can help learners to develop holistically, be empowered to take control of their own learning and to engage in life-long learning, making relevant contributions to their communities and to society as a whole. This research can potentially encourage curriculum implementation, revision and adaptation, allowing for more contextualised and localised learning to take place across the various school contexts.

PAYMENT FOR PARTICIPATION

Participation is voluntary, therefore no form of remuneration will be provided.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with any participant or the school will remain confidential and be disclosed only with the school's or participant's permission or as required by law. Confidentiality will be maintained by means of pseudonyms (fictitious names) that will be used instead of real names to respect confidentiality.

The audio-recordings will be stored on the researcher's password protected computer.

The findings will be reported in the researcher's Master's dissertation without any identifiable data about the participants or the school where the research took place. The information will be erased from the researcher's computer once the dissertation has been completed.

PARTICIPATION AND WITHDRAWAL

All participants have a right to choose whether to participate in this study or not. Those who volunteer to take part in this study may withdraw at any time without consequences of any kind. They may also refuse to answer any questions they feel uncomfortable with, and still remain in the study.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the researcher: Elisa L. Bawani on this number +267 71886052/ +267 72661245 or the supervisors: Prof N C Phatudi, +27 724961285, phatun1@unisa.ac.za or Dr R S Mphahlele, +27 73 898 7987, emphahrs@unisa.ac.za.

PRINCIPAL SIGNATURE: 

DATE: 12.11.18

b) Teachers' consent form

you have agreed to participate in this interview. This is the only place your name will be entered. If you do not wish to sign your name you may simply mark with an "X".

VOLUNTEER'S STATEMENT

The interview process has been explained to me. I have been given a chance to ask questions I may have and I am satisfied with clarifications made. I also know that; my records will be kept private and confidential; I can choose not to be interviewed, not to answer certain questions or withdraw from the interview at any time I feel uncomfortable. I give consent that my interview can be tape recorded and notes taken. I understand that seven other volunteers' interviews will be analysed with mine and reported on as findings of the study.

Name of Volunteer Kealeboga Khumo

Position Title Reception class teacher

Signature of Participant [Signature]

Date 12/11/18

INTERVIEWER'S STATEMENT

I E.L. Bawani, the undersigned, have defined and explained to the volunteer in a language that s/he understands, the procedure to be followed and the risks and the benefits involved and the obligations of the interviewer.

Signature [Signature]

Date 12.11.18

c) Education officers' consent forms

you have agreed to participate in this interview. This is the only place your name will be entered. If you do not wish to sign your name you may simply mark with an "X".

VOLUNTEER'S STATEMENT

The interview process has been explained to me. I have been given a chance to ask questions I may have and I am satisfied with clarifications made. I also know that; my records will be kept private and confidential; I can choose not to be interviewed, not to answer certain questions or withdraw from the interview at any time I feel uncomfortable. I give consent that my interview can be tape recorded and notes taken. I understand that seven other volunteers' interviews will be analysed with mine and reported on as findings of the study.

Name of Volunteer PM MOJIBUDDIN
Position Title PED II IN SERVICE
Signature of Participant [Signature]
Date 9/11/18

INTERVIEWER'S STATEMENT

I E.L. Bawani, the undersigned, have defined and explained to the volunteer in a language that s/he understands, the procedure to be followed and the risks and the benefits involved and the obligations of the interviewer.

Signature [Signature]
Date 09.11.18

APPENDIX J: Some of the studied documents

a) Training workshop programme

DAY 2

Tuesday 26/06/18

Program Directors: Ms.

Recorder

Time	Subject	Facilitator
0800 - 0900	Arrival and Registration	Ms Abby
	House Keeping	Monitor
SESSION 4	Prayer	Participant
SESSION 5	Curriculum	Ms Selwe
1000 - 1030	HEALTH BREAK	All
SESSION 6	Curriculum	Ms Selwe
1230 - 1345	HEALTH BREAK	All
SESSION 7	Curriculum	Ms Selwe
1625 - 1630	Closing Prayer	Participant

DAY 3

Wednesday 27/06/18

Program Directors:

Recorders:

Time	Subject	Facilitator
0800 - 0805	Prayer	Participant
SESSION 8	Scheming & Lesson Planning	Ms Selwe
1000 - 1030	HEALTH BREAK	All
	Scheming & Lesson Planning	Ms Selwe
SESSION 9	Scheming & Lesson Planning	Ms Selwe/ Ms Baloni
1230 - 1345	HEALTH BREAK	All
SESSION 10	Scheming & Lesson Planning	Ms Selwe
1600 - 1605	Closing Prayer	Participants

b) Sample of scheme of work

SCHEME OF WORK			
SUBJECT: <u>PERSONAL, Em & Social DEVELOPMENT</u>		TERM ENDING: <u>2 DEC 2017</u>	
TOPIC	GENERAL/SPECIFIC OBJECTIVES	DURATION	RECORD
Self Identity	1.1.1. Develop knowledge and appreciation of self as an indiv - self intro - identify own gender	1 WK	
	1.1.2 Develop a sense of self as learners - Participate in a variety of activities and tasks - Sustain attention to task for a meaningful period of time	2 WKS	
	1.2.1 Exhibit a positive self esteem - Use words to express emotions or feelings - Express own preferences - Demonstrate growing confidence in a range of activities	1 WK	

c) Sample of lesson plan

TEACHING PLAN

WEEK ENDING: 11.08.17 SUBJECT: Language Dev and Early Literacy DURATION: 1 day

TOPIC/S: Communication PERIODS PER WEEK: 20 min

REFERENCE MATERIALS: teachers references

OBJECTIVES: 231.1 Recognise their name when written
231.2 Identify different letters of the alphabet
231.3 Sound letters of the alphabet


CONTENT	ACTIVITIES	TEACHING / LEARNING AIDS	LESSON EVALUATION
L1 Recognise their name when written	Singing the name song My name is Thabo Whats your name Picking up their names written on boards	Name card Name song Name sounds	Pupils managed to recognise their names written on cards
Marang Neo Mbakiso			
L2 Identify diff letters of the alphabet	- Singing the alphabet song - Spell alphabetical sounds	chart (alphabet chart)	Pupils were able to sing the alphabets and identify them

TEACHING PLAN

11.08.17 SUBJECT: Mathematical and Scientific thinking DURATION: 2 days

d) Children's progress assessment report used by teachers at schools

Name Ntemba



Republic of Zimbabwe

FORM OR. 2

MINISTRY OF EDUCATION & SKILLS DEVELOPMENT

STANDARD ONE ORIENTATION CHILD ASSESSMENT FORM


Instruction:

In a scale of 1-5, with 5 being the highest, tick the appropriate rate obtained by the child

Indicators		Checklist	1 Below Average	2 Average	3 Good	4 Very Good	5 Exce llent
Environmental Orientation	• Knowledge of school buildings and their purpose	Ability to identify school buildings: classrooms, toilets, offices e.t.c				✓	
		Ability to identify school staff and their roles				✓	
	• Knowledge of school staff and their roles	Ability to identify classmates					✓
		Independently manages to move around the school				✓	
	• Knowledge of their classmates						✓
Pre Reading	• Book Knowledge	Able to hold a book properly					✓
	• Communication and basic reading skills	Able to read pictures				✓	
		Able to page through a book				✓	
Pre Writing	• Developed fine motor skills	Able to hold a crayon properly					✓
		Can colour within the boundary				✓	
		Able to cut simple shapes with scissors					✓
		Uses drawings and writing tools with control					✓
		Can scribble and make simple patterns					✓

Page 15 of 23

e) Children progress report used by the regional education office


 NORTH EAST REGION
 RECEPTION PROGRESS REPORT

SCHOOL: _____ CLASS TEACHER: _____ TERM: _____ YEAR: _____
 NO. OF PUPILS: ____ Boys ____ Girls

SKILLS AND ACTIVITIES	NO. OF PUPILS WHO ACHIEVED			NO. OF PUPILS WHO DID NOT ACHIEVE			TEACHER'S COMMENTS
	BOYS	GIRLS	TOT	BOYS	GIRLS	TOT	
SOCIAL							
• Confident to communicate							
• Relate well with others inside and outside classroom							
• Can share food, playing and learning materials							
• Volunteers to assist in given tasks							
• Perform leadership tasks during play							
• Exercise caution when playing with dangerous objects							
• Display acceptable behaviour							
• Show problem solving skills							
VISUAL							
• See similarities and differences							
• Pick out own name							

f) Local Government region specifications for resources distribution

SPECIFICATIONS FOR PRE-SCHOOL LEARNING RESOURCES

1.0 MANIPULATIVE MATERIALS

NAME OF MATERIAL	DESCRIPTION/ SPECIFICATIONS	No of items per class
Alphabet Frieze (Wall frieze)	<i>Waterproof Alphabet wall frieze with all alphabets (26) in capital and small letters with pictures -Width 40 cm</i> -Thermoplastic or Wooden blocks -Rounded edges engraved with small letters of the alphabet Length 55cm	1
Letter blocks	-Cubes (small, medium and large)	2 sets of 26 letters of each size
Human Body Parts Charts	-Full colour -Laminated -One sided printing -Labelled -A2 to A1 -300 gsm -The illustration should fit ¾ page	2 charts
Puzzles	55 cm by 40 cm -Colourful -Wooden or Thermoplastic puzzles of 6 to 36 pieces -Assorted features (i.e. shape alphabet, number, picture, body parts etc.)	2 of each type
Building Blocks (assorted)	-Small, medium and large Thermoplastic or Wood or high density foam -Rounded edges. -Varied shapes. -Both interlocking and -Thermoplastic or Wood beads (assorted – colours and shapes) Non- interlocking types. -size 20mm, 30mm and 40mm	2 sets of each size
Beads and Strings	-Thermoplastic or wooden beads (assorted colours and shapes) -Assorted colours of cotton strings -1cm beads -Thickness: 6cm diameter -length of string: 26cm/50cm/100cm	3kg bucket
Letter Bead Set	- Letter heads with a different colour for consonants and another colour for vowels with laces -space beads (different colour from consonants and vowels) -bright colours -42 consonants beads (1-2 cm) -20 vowels consonant beads (1-2 cm) -4 space beads (1-2cm) -4 laces (Length 20-50cm)	2 sets

g) Trend of distributed resources in the Francistown Region by Local Government

**CITY OF FRANCISTOWN COUNCIL
2017/18 ORDERS FOR PRE-SCHOOL FURNITURE**

ITEM	2015 - 16				2017			2018				TOTAL	UNIT PRICE	TOTAL PRICE
	Tagala	Tatitown	Mahube	Ntshe	Mokaleng	Nyangabgwe	Lekgaba Hill	Aerodrome	Monarch	Phatlhogo	Pelotshwaana			
Stick Bay Bed with water proof cover	1	1	2	1	1	1	1	1	1	1	1	12	3,700.48	44,405.76
Jungle gym	1	1	1	1	1	1	1	1	1	1	1	11	50,400.00	554,400.00
Trampoline	1	1	2	1	1	1	1	1	1	1	1	12	2,822.40	33,868.80
No smoking signs	3	6	9	6	3	3	6	3	3	3	3	48	50.00	2,400.00
Medical cup boards	1	1	1	1	1	1	1	1	1	1	1	11	1,500.00	16,500.00
Junior Chair	14	34	48	0	0	0	30	30	30	30	30	246	60.37	14,851.02
Junior Table	3	0	8	0	0	2	10	10	10	10	10	63	325.25	20,490.75
GRAND TOTAL														686,916.33

h) Status of distributed resources for 2017

CITY OF FRANKSTOWN COUNCIL
EDUCATION DEPARTMENT
RECEPTION CLASS MATERIALS - DISTRIBUTION FOR 2017 (MARCH)

ITEM DESCRIPTION	Mahube	Tagala	Tatitown	Ntshe	Nyangabgwe	Mokaleng	Lekgaba	TOTAL
Hoola Hoola - pink	6	2	4	3	2	2	2	21
Hoola Hoola - green	6	2	4	4	2	2	2	22
Hoola Hoola - lime	6	2	4	4	3	2	2	23
Hoola Hoola - blue	6	2	4	4	2	2	2	22
Hoola Hoola - Orange	6	2	4	4	2	2	2	22
CHART NUMBERS 1 - 100	6	2	4	4	2	2	2	22
CHART BIG ALPHABETS	6	2	4	4	2	2	2	22
CHART PICTURE - FRUITS	6	2	4	4	2	2	2	22
CHART PICTURE - VEGETABLES	6	2	4	4	2	2	2	22
CHART SHAPES	6	2	4	4	2	2	2	22
CHART PICTURE - ROAD SAFETY	6	2	4	4	2	2	2	22
2 KG TAMPERA PAINT - RED	15	5	10	10	5	5	5	55
2 KG TAMPERA PAINT - YELLOW	15	5	10	10	5	5	5	55
TOY STRESS BALL	15	5	10	10	5	5	5	55
PILLOW - SMALL	15	5	10	10	5	5	5	55
TEA SET	3	1	2	2	1	1	1	11
SHIPPING ROPE	20	10	20	20	10	10	10	110
TOY ANIMALS (WILD)	3	1	2	2	1	1	1	11
TOY ANIMALS (DOMESTIC)	3	1	2	2	1	1	1	11
TOY ANIMALS (INSECTS)	3	1	2	2	1	1	1	11
BUCKET CLAY - RED	18	7	13	12	7	7	7	71
BUCKET CLAY - YELLOW	18	7	13	12	7	7	7	71
BUCKET CLAY - BLUE	18	7	13	12	7	7	7	71
LETTER CARDS	2	1	1	1	1	1	1	8
BEADS	18	6	12	12	6	6	6	66
BUILDING BLOCKS	6	2	4	4	2	2	2	22
ALPHABET FREEZE	3	1	2	2	1	1	1	11

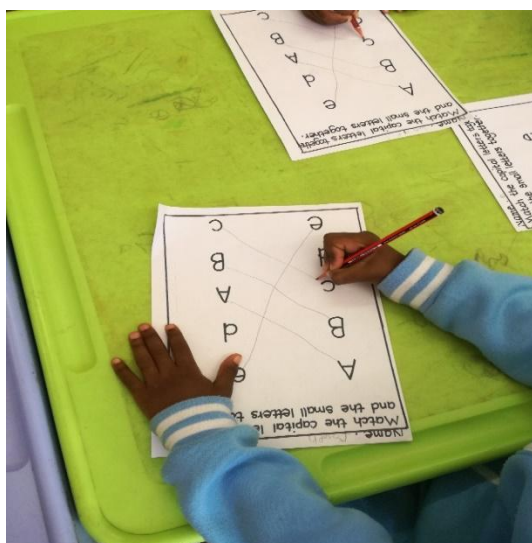
i) Sample photos of classroom seating and display of learning areas, posters and children's work



Classroom seating arrangement



Some of the children's work and charts display



Sample of some of children's work

APPENDIX K: SAMPLE OF INTERVIEW TRANSCRIPTS

TEACHER 1 SCHOOL 2

Q: So good afternoon, ma'am.

R: Good afternoon ma'am Bawani.

Q: Like I told you, I am carrying out a research concerning curriculum implementation in Early Childhood Education in our pre-primary preschools. My topic concerns your experiences and views regarding this curriculum implementation. I hope I am welcome to talk to you?

R: You are very welcome.

Q: Thank you very much ma'am. My first question to you that I want to ask is how do you find this curriculum or do you enjoy teaching the preschool children?

R: Okay. Well I really enjoy teaching the preschool children, more especially that you know working with these young children, has taught me something that you know, when you start at an early stage, with this, especially the basic part of it, it helps children to be more advanced when they go to the next standard. Especially standard one. So the policy I think it has come at the right time. Where it was needed most.

Q: Your experiences in teaching these young children, can you share with me any experiences that you have in terms of relating with them?

R: These children, they are easy to deal with, these young children they are easy to deal with, there are those, there are people who are open minded, they just say out their own views, freely, especially when you are also open to them and if you cooperate with them, and if you are really interested, in fact in what you are doing. If you like your job, and then they will also accept you as a, they take it as a mom, they take you as a parent, and then they rely on you, everything that you said to them.

Q: What I am gathering here, is that you really enjoy working with them, especially that you connect well with them especially you have open your heart to them. I think I am happy with that, which is your experience. Before, before I move on to question 2, I want

to know if you have experienced any challenges regarding working with these children regarding the implementation of the curriculum.

R: No, with the curriculum right now, I only, the only thing that I think needs to be improved is like the materials that we use, like the books that they use the books, for the learning materials like books that I have to read to these children but then you find that you don't have much of it, the story books, or where they have to scribble because, we are developers of the skills. So we develop the skills, there must be something that helps them to in order to develop well those skills. Especially when they are talking of the gross motor, they are talking of the fine motor skills, so you will find that sometimes you don't have the resources, suitable for them and the other thing I think which needs to be improved it is the meal, the meals for these children. It is like they are using the meals for the primary school children, but looking at the age of these children, they are still growing but they need something that heals their bodies that you know, something that is special, especially for them.

Q: I am gathering another lot of information regarding the challenges, so you mentioned the learning materials and the meals that you are not very much satisfied with them. Is there any other challenge apart from the learning materials and the meals, you identified books, story books, is there any other challenge apart from the two that you mentioned.

R: Well as times goes, and I think it is going to improve especially on what they use like the chairs, when I came here, I found that the parents were the ones who were supposed to pop up money, to buy the chairs for them, the tables there were no tables, there were just small things which was not good in fact when it comes to those scribbling and even the play materials like, these children they learn by playing. Their learning as they play, so there were no equipment like the physical part, I still have to go outside and use those swings, so you will find that they are still lacking behind.

Q: I think I like with what you have said regarding the challenges. Story books are needed, meals are not catering for the child who is still growing. And then the play materials are insufficient. So you are hoping that things might change.

Before I go to the next question I want to know, we have already addressed the issue of challenges. If the available learning materials that you have here, what are they, can you start by identifying our learning materials that you are satisfied with that are provided?

R: Okay. The learning materials that, especially that we, mostly that when they start, they are developing the fine motor, so we used like sometimes we have to, you have to improvise. Like using the seeds, bring the seeds from homes, but then we also mix those things with the artificial ones, the ones that the council has provided, like the toys, they've got the toys, they've got the dolls, they've got the balls, they've got, they papers, it is like the papers, when they start, the parents are the ones who buy the rims of paper, so that they scribble on them. And then when it comes to writing in the books, again the school, they provide books for us. Where there is shortage that is when we consult the parents to buy them books.

Q: So we have identified some of the learning resources that are available, how has the availability of these learning resources and materials affected you to effectively implementing the curriculum, how are they assisting you to achieve your goals. Your everyday teaching and learning.

R: They are assisting, most, like I said, their learning, is play based, so you don't normally give them a lot of writing things, but normally you need this, should I say cognitive part of learning, with this play, the play, they usually enjoy learning through play. The singing part, the rhymes, they say, they are the ones which makes their learning more effective. Because they enjoy playing, they enjoy singing, so I think the material that we have, they help us a lot, because when it comes to describing. They describe pictures, they use jugs, you use whatever you have modified that is how they learn. Through what they see.

Q: So you are actually achieving your goals through the availability of these resources.

R: Yes.

Q: Okay. Before I go to the next question. It addresses non-availability of resources, in a case where you do not have those materials, the materials that we have identified as some of them are limited, I want to know how does that then affects you in your effective

implementation of the curriculum in the case where the learning resources and materials are unavailable.

R: Okay that question it, I can answer by saying at times when we started here, there is a lot of scribbling, but then you find out that maybe the machines that we use for photocopying, the photocopying at times we don't have the, you find that there is no ink that will help us to multiply the papers so that each and, individual learner can have his own piece of work, or piece of paper to work on.

Q: So the challenge here would be whereby children are not able to do a certain activity because.

R: That maybe for example they are supposed to trace, maybe it is tracing letters, the letter A, I think we start with the letters of the alphabet so with their case they have to learn that every day, each day, on each day they develop a letter that they have to learn but then they start with the tracing those letters. So when you find that those letters, 31 children that I have in the class, so when you have to multiply those papers, in order to cater for them to the whole class, you find that there is no ink, then you use your hands, to make every scribble, for each and every child. So then it consumes time. When you have to work, prepare for each and every child.

Q: So you mentioned how lack of paper and the photocopying machine in a case where there is no ink, poses a challenge in children having to achieve learning. Is there any other shortage in learning materials that have posed a challenge towards you achieving the objective?

R: Like I said, I was talking of improvising, sometimes we improvise, you think of what would I actually use so that it can help these kids understand and how I can achieve the objectives, so at times you have to bring things from outside of the school for instance from home or you tell them to through them you ask from parents, to help out.

Q: So I don't know I will be putting you in a tight corner, I want to understand the situation whereby you had to improvise, the first improvise that I have gotten is whereby you have to use your hands to help students to scribble or to trace, is there any other improvised activity that we can think of?

R: Yes, like I was saying, at times, at one point I had to buy the charts, that was before the charts were provided by the council, I had to buy charts from Game Stores?

Q: From your own pocket?

R: From my own pocket yes. Those charts over there for the letters of the alphabet like these ones for the farm animals, for the numbers, I had to buy those charts, so that when I talk about the numbers, that they see them, they see the pictures and even to correspond with the number that you are saying.

Q: Mm so that is the improvising that I can pick, whereby sometimes you have to buy yourself that is quite impressive.

R: Yes.

Q: I think we can go to the next question. It deals with how the school or the region is assisting you, the formal support that you get from the school or the region regarding this curriculum implementation. How did they assist you?

R: Okay, with the region, what they provide, they are trying by all means to provide the available material that they've got, they try to distribute to those schools which has already started implementing this, the preschool classes.

Q: Okay. They provide support.

R: But then there is this issue of saying okay, you will find that most of the officers, I would say the officers because they are saying they are babysitting this programme. They are not even implementers as such, they are babysitting because you will find that those people they have been trained for breakthrough, not for the reception class. So it is very controversial because you will find that maybe I would I understand a bit of reception classes but then when you it comes to them now, it is a difficult thing, because they will say we were not trained for this thing, we are just babysitting. So as times goes on that is when maybe there will be officers who are suitable for this preschool classes, who can be can able to assist you well.

Q: So what I am gathering here is that the support is not that much satisfactory.

R: It is not that much satisfactory because of the maybe the training part of it, maybe they have not been trained to understand the reception thing.

Q: The support is not satisfactory because they are not well trained because some of the things they don't know but they support you through the materials and being with you. Do they visit your classes?

R: Hmm...They do visit, like I was saying this thing, it is new to them, so they do come and then at times they have to combine teachers from different schools to say okay let's come and gather in your school, or let's go to a certain school and gather there and then we discuss about this thing all together. Like cooperatively, like sharing ideas.

Q: Okay they offer support though combining you as a team of teachers in preschool so that you share ideas.

R: And even to do workshops, where it is necessary for the preschool class teachers and then they also do provide what the schools do and the school fairs, whereby we have to collect materials that children have developed themselves and then you go to a certain school again and display what you done at your school.

Q: Display materials of students have done, even you have done.

R: Yes.

Q: Okay, so from there, remember, okay it goes onto a training. This question lead us to the training. Were you trained to implement this curriculum?

R: Yes, I was trained. My training started, in fact I did my diploma here in the foundation phase in 2005, in fact 2006 and then I graduated with my diploma in 2007, then after that I came back, by then this programme was not yet in schools. So I had teach there in the mainstream, so by 2013, I went back to do my degree at the same university and that is when I finished in 2015.

Q: So what I really want to understand is when you came to teach, did they take you through implementing the curriculum?

R: Okay, fine, when I came back from school. Where I was teaching, there was no, there were few schools which were piloting, but then the school which I was teaching there was no reception class, so I was taken or transferred from that school to the current one, because here they were already started piloting.

Q: So immediately you arrived in the school...?

R: I was given a preschool class.

Q: You were given a preschool class. So they didn't like induct you into the curriculum, the proposed curriculum, this is what we want you to do. Let me give an example of you know as new teachers when we start, there will be those who already know the job, you were taken for workshops regarding implementation.

R: Yes, like myself when I arrived here, I was lucky to be the first person to go to the workshop, like I was saying those, the region organised kind of workshop, so when we can we meet with other trainees like me who are from college, from the university or from the college to go and share or to go and discuss about this programme. How best we can help the children in the classrooms.

Q: So this training assisted you, did it assist you to be affective?

R: Yes, it did a lot.

Q: All right. Okay before I go to the next question, it is about the training guidelines, do they give you sort of some training guidelines on what you will be trained on? Like when you came from another school and you were to go into preschool, did you have what is expected from you, with regards to training, isn't it that when you go to the training they give like a course outline sort of.

R: The kind of workshop that I attended in fact, it was not like they had to provide or a guideline of some sort, it was like, it was a two way based learning, like they were getting something from us and we were giving back to them something, so that they could understand, the purpose of the workshop was like you have to better understand how we were trained and what is required in this preschool class, so they wanted to get something

from us to understand, because they are leaders, so as leaders have to know what to do, so they were like learning from us again.

Q: Learning from you it was like they were collecting information on what they, how they can assist you.

R: Yes, because they were also like comparing it with this breakthrough. So they were thinking what is the difference between breakthrough and this reception, so they could understand, or this preschool one, is for developing skills of these children, and the breakthrough now is where the teachers starts to teach.

Q: So what I am gathering here is that there were no clear guidelines on ok today we are going to be teaching you about this, there was information gathering on what you are experiencing so that they can cater for your needs.

R: It was new to them, so we had to take our syllabuses and then look at them and then come up with some activities that we could share in fact, that we could use, maybe like what I understand according to the objectives which are in the syllabus, sharing with the next teacher from the other schools and then we could make or produce materials that we could use in preschool classes.

Q: I am gathering that information but what I am failing to understand is they didn't like call like I can expert of some sort, somebody whom maybe they know, is professional when it comes to ECD issues.

R: It was like... we just, they just collected teachers from various schools, in the north region so that we can come and be together and share.

Q: So there was no professional trainer.

R: No.

Q: Okay. Your level of satisfaction if you are just to rank the training, were you satisfied with their training level?

R: You mean the region?

Q: Yes, the region, at regional level, because what I am gathering is at school level, I don't want to put words in your mouth but at school levels, you never, do you conduct workshops on these reception classes?

R: No.

Q: So we are now at regional level, because at school level there is no training at school level, so your level of satisfaction, were you satisfied with the process of training after the workshop, can you say you were satisfied with what they give you?

R: because I had done this, maybe for some time, I could say I could understand what was happening and then I could also understand, their level, I could understand the problems that they are facing, so I could even pick what they really wanted from us. I could feel, or I could see the need for the preschool class teachers to be inducted to be trained so that they could understand more of this programme, because like when you pick somebody fresh from college, and then you say, okay go into the class without further in-service training or anything, so I agree you need to be trained, reviewed, you need to renew, you need to revive you know but if the leaders don't know anything about this thing, it is very difficult for you to, even for them to identify the problem that are faced in this.

Q: So I think I am coming to the end of my interview with you but I want to know, I am still on this training to the end of my interview with you but I want to know, I am still on this training part, I want to know do you have any suggestions on maybe you have something that you are thinking that they could have done so that teachers can benefit more. You stand a better chance because you have worked at breakthrough at primary school and I am taking a child or a student who is just fresh from university. Any suggestion towards this training, what do you suggest?

R: I think you know, maybe it could have started like with the officers or should I say the, those HODs the head teachers, so that they could understand, really understand what is being talked about when it comes to this, because you will find out that they just there, the little that they have is not enough, maybe they could be trained as well, in order to, okay, I am supposed to supervise, those ones who are newly coming into this space. In

order for them to understand what exactly is happening, they have to be also trained. Or else maybe as time goes on, I understand they are going to be officers which are, who are really based on this, who are going to be the head teachers, the deputy, HODs and then the like, but then with these ones, the current ones, they need to be trained as well. So that they can assist the new arrival from colleges.

Q: And still on that one, I think I am going back to the one on satisfaction, or the timeframe, you get employed today, how many times are you trained?

R: Workshop part of it, now we have a problem because you will find that there are no resources, there are no funds, you see, so it is like, it is like here, I get there was only one workshop which I went to the region and that was the induction, the other induction workshop which I understand, the newly employed went to Phikwe region, it was only one.

Q: So what I am gathering is work shopping part, is since less but can I, this is a new thing that needs to be done or more regular.

R: Yes, on a regular basis.

Q: So I think I have got to the end of my interview. I don't know if you have any questions for me regarding what we just discussed.

R: Okay, I would like to understand or maybe after this interview are you going to have some like helpful ideas or something that you can do in order to maybe to assist so that this programme can..

Q: Yes, it is a very good question, thank you very much. My, I am just a researcher, a student, but I've got so much love for early childhood education, so my dream is, that is why I kept on asking more questions on training, or are you being trained, how many workshops, I want to have a hand in developing a training model for teachers that will stipulate the content on how teachers should be inducted, the topics of course we will collect them from you. The idea of collecting information from you on what you are challenged with, it is a good thing that they did that, so what I am intending to do as a

researcher maybe a training model of some sort, on maybe quarterly basis in a year, so things like that. So that is really my intention...

R: Okay, you are willing to assist.

Q: I am willing to assist.

R: On the training part.

Q: Based on the training part. I am interested in the training part.

R: But I think you are doing well. I think you have come with a good initiative there, whereby we are also going to benefit, newcomers will benefit.

Q: But I share with you I can only achieve that when I have support from you and the region and the country. Is there any other questions regarding?

R: No. for now no.

Q: Okay, thank you very much.

APPENDIX L: SAMPLE OF THEMES THAT EMERGED THROUGH HAND CODING PROCESS

TEACHER 1 SCHOOL 2

Q: So good afternoon, ma'am.

R: Good afternoon ma'am Bawani.

Q: Like I told you, I am carrying out a research concerning curriculum implementation in Early Childhood Education in our pre-primary preschools. My topic concerns your experiences and views regarding this curriculum implementation. I hope I am welcome to talk to you?

R: You are very welcome.

Q: Thank you very much ma'am. My first question to you that I want to ask is how do you find this curriculum or do you enjoy teaching the preschool children?

R: Okay. Well I really enjoy teaching the preschool children, more especially that you know working with these young children, has taught me something that you know, when you start at an early stage, with this, especially the basic part of it, it helps children to be more advanced when they go to the next standard. Especially standard one. So the policy I think it has come at the right time. Where it was needed most.

Commented [1]: "helpful assistance to achieve objectives"

Q: Your experiences in teaching these young children, can you share with me any experiences that you have in terms of relating with them?

R: These children, they are easy to deal with, these young children they are easy to deal with, there are those, there are people who are open minded, they just say out their own views, freely, especially when you are also open to them and if you cooperate with them, and if you are really interested, in fact in what you are doing. If you like your job, and then they will also accept you as a, they take it as a mom, they take you as a parent, and then they rely on you, everything that you said to them.

Commented [2]: "experiences with learners"

Commented [3]: "experiences with learners"

Commented [4]: "experiences with learners"

Commented [5]: "experiences with learners"

Q: What I am gathering here, is that you really enjoy working with them, especially that you connect well with them especially you have open your heart to them. I think I am happy with that, which is your experience. Before, before I move on to question 2, I want to know if you have experienced any challenges regarding working with these children regarding the implementation of the curriculum.

R: No, with the curriculum right now, I only, the only thing that I think needs to be improved is like the materials that we use, like the books that they use the books, for

Commented [6]: "suggested solutions on shortage of learning materials"

the learning materials like books that I have to read to these children but then you find that you don't have much of it, the story books, or where they have to scribble because, we are developers of the skills. So we develop the skills, there must be something that helps them to in order to develop well those skills. Especially when they are talking of the gross motor, they are talking of the fine motor skills, so you will find that sometimes you don't have the resources, suitable for them and the other thing I think which needs to be improved it is the meal, the meals for these children. It is like they are using the meals for the primary school children, but looking at the age of these children, they are still growing but they need something that heals their bodies that you know, something that is special, especially for them.

Commented [7]: "

Commented [8]: "teacher roles"

Commented [9]: "challenges"

Commented [10]: Suggested solutions on feeding"

Q: I am gathering another lot of information regarding the challenges, so you mentioned the learning materials and the meals that you are not very much satisfied with them. Is there any other challenge apart from the learning materials and the meals, you identified books, story books, is there any other challenge apart from the two that you mentioned.

R: Well as times goes, and I think it is going to improve especially on what they use like the chairs, when I came here, I found that the parents were the ones who were supposed to pop up money, to buy the chairs for them, the tables there were no tables, there were just small things which was not good in fact when it comes to those scribbling and even the play materials like, these children they learn by playing. Their learning as they play, so there were no equipment like the physical part, I still have to go outside and use those swings, so you will find that they are still lacking behind.

Commented [11]: "experiences at the beginning"

Commented [12]: "experiences at the beginning"

Commented [13]: "experiences at the beginning"

Q: I think I like with what you have said regarding the challenges. Story books are needed, meals are not catering for the child who is still growing. And then the play materials are insufficient. So you are hoping that things might change.

Before I go to the next question I want to know, we have already addressed the issue of challenges. If the available learning materials that you have here, what are they, can you start by identifying our learning materials that you are satisfied with that are provided?

R: Okay. The learning materials that, especially that we, mostly that when they start, they are developing the fine motor, so we used like sometimes we have to, you have to improvise. Like using the seeds, bring the seeds from homes, but then we also mix

Commented [14]: "suggested solutions to shortage pf learning materials"

those things with the artificial ones, the ones that the council has provided, like the toys, they've got the toys, they've got the dolls, they've got the balls, they've got, they papers, it is like the papers, when they start, the parents are the ones who buy the rims of paper, so that they scribble on them. And then when it comes to writing in the books, again the school, they provide books for us. Where there is shortage that is when we consult the parents to buy them books.

Commented [15]: "available resources"

Commented [16]: "parental support"

Commented [17]: "support at school level"

Commented [18]: "parental support"

Q: So we have identified some of the learning resources that are available, how has the availability of these learning resources and materials affected you to effectively implementing the curriculum, how are they assisting you to achieve your goals. Your everyday teaching and learning.

R: They are assisting, most, like I said, their learning, is play based, so you don't normally give them a lot of writing things, but normally you need this, should I say cognitive part of learning, with this play, the play, they usually enjoy learning through play. The singing part, the rhymes, they say, they are the ones which makes their learning more effective. Because they enjoy playing, they enjoy singing, so I think the material that we have, they help us a lot, because when it comes to describing. They describe pictures, they use jugs, you use whatever you have modified that is how they learn. Through what they see.

Commented [19]: "curriculum implementation"

Commented [20]: "curriculum implementation"

Commented [21]: "learner participation"

Commented [22]: "use of available materials"

Q: So you are actually achieving your goals through the availability of these resources.

R: Yes.

Q: Okay. Before I go to the next question. It addresses non-availability of resources, in a case where you do not have those materials, the materials that we have identified as some of them are limited, I want to know how does that then affects you in your effective implementation of the curriculum in the case where the learning resources and materials are unavailable.

R: Okay that question it, I can answer by saying at times when we started here, there is a lot of scribbling, but then you find out that maybe the machines that we use for photocopying, the photocopying at times we don't have the, you find that there is no ink that will help us to multiply the papers so that each and, individual learner can have his own piece of work, or piece of paper to work on.

Commented [23]: "unavailability of teaching materials"

Q: So the challenge here would be whereby children are not able to do a certain activity because.

R: That maybe for example they are supposed to trace, maybe it is tracing letters, the letter A, I think we start with the letters of the alphabet so with their case they have to learn that every day, each day, on each day they develop a letter that they have to learn but then they start with the tracing those letters. So when you find that those letters, 31 children that I have in the class, so when you have to multiply those papers, in order to cater for them to the whole class, you find that there is no ink, then you use your hands, to make every scribble, for each and every child. So then it consumes time. When you have to work, prepare for each and every child.

Commented [24]: "curriculum implementation"

Commented [25]: "unavailability of learning resources"

Commented [26]: "intervention strategies"

Commented [27]: "unavailability of learning resources"

Q: So you mentioned how lack of paper and the photocopying machine in a case where there is no ink, poses a challenge in children having to achieve learning. Is there any other shortage in learning materials that have posed a challenge towards you achieving the objective?

R: Like I said, I was talking of improvising, sometimes we improvise, you think of what would I actually use so that it can help these kids understand and how I can achieve the objectives, so at times you have to bring things from outside of the school for instance from home or you tell them to through them you ask from parents, to help out.

Commented [28]: "unavailability of learning resources"

Commented [29]: Intervention strategies"

Q: So I don't know I will be putting you in a tight corner, I want to understand the situation whereby you had to improvise, the first improvise that I have gotten is whereby you have to use your hands to help students to scribble or to trace, is there any other improvised activity that we can think of?

R: Yes, like I was saying, at times, at one point I had to buy the charts, that was before the charts were provided by the council, I had to buy charts from Game Stores?

Commented [30]: "intervention strategies"

Q: From your own pocket?

R: From my own pocket yes. Those charts over there for the letters of the alphabet like these ones for the farm animals, for the numbers, I had to buy those charts, so that when I talk about the numbers, that they see them, they see the pictures and even to correspond with the number that you are saying.

Commented [31]: "curriculum implementation"

Q: Mm so that is the improvising that I can pick, whereby sometimes you have to buy yourself that is quite impressive.

R: Yes.

Q: I think we can go to the next question. It deals with how the school or the region is assisting you, the formal support that you get from the school or the region regarding this curriculum implementation. How did they assist you?

R: Okay, with the region, what they provide, they are trying by all means to provide the available material that they've got, they try to distribute to those schools which has already started implementing this, the preschool classes.

Commented [32]: "support from regional education office"

Q: Okay. They provide support.

R: But then there is this issue of saying okay, you will find that most of the officers, I would say the officers because they are saying they are babysitting this programme.

Commented [33]: "role of education officers"

They are not even implementers as such, they are babysitting because you will find that those people they have been trained for breakthrough, not for the reception class.

Commented [34]: "challenges"

So it is very controversial because you will find that maybe I would I understand a bit of reception classes but then when you it comes to them now, it is a difficult thing, because they will say we were not trained for this thing, we are just babysitting. So as times goes on that is when maybe there will be officers who are suitable for this preschool classes, who can be can able to assist you well.

Q: So what I am gathering here is that the support is not that much satisfactory.

R: It is not that much satisfactory because of the maybe the training part of it, maybe they have not been trained to understand the reception thing.

Commented [35]: "challenges"

Q: The support is not satisfactory because they are not well trained because some of the things they don't know but they support you through the materials and being with you. Do they visit your classes?

R: Hmm... They do visit, like I was saying this thing, it is new to them, so they do come and then at times they have to combine teachers from different schools to say okay let's come and gather in your school, or let's go to a certain school and gather there and then we discuss about this thing all together. Like cooperatively, like sharing ideas.

Commented [36]: "support from regional education office"

Commented [37]: "support from regional education office"

Q: Okay they offer support though combining you as a team of teachers in preschool so that you share ideas.

R: And even to do workshops, where it is necessary for the preschool class teachers and then they also do provide what the schools do and the school fairs, whereby we have to collect materials that children have developed themselves and then you go to a certain school again and display what you done at your school.

Commented [38]: "support from regional education office"

Commented [39]: "support from regional education office"

Commented [40]: "support from regional education office"

Q: Display materials of students have done, even you have done.

R: Yes.

Q: Okay, so from there, remember, okay it goes onto a training. This question lead us to the training. Were you trained to implement this curriculum?

R: Yes, I was trained. My training started, in fact I did my diploma here in the foundation phase in 2005, in fact 2006 and then I graduated with my diploma in 2007, then after that I came back, by then this programme was not yet in schools. So I had teach there in the mainstream, so by 2013, I went back to do my degree at the same university and that is when I finished in 2015.

Q: So what I really want to understand is when you came to teach, did they take you through implementing the curriculum?

R: Okay, fine, when I came back from school. Where I was teaching, there was no, there were few schools which were piloting, but then the school which I was teaching there was no reception class, so I was taken or transferred from that school to the current one, because here they were already started piloting.

Q: So immediately you arrived in the school...?

R: I was given a preschool class.

Q: You were given a preschool class. So they didn't like induct you into the curriculum, the proposed curriculum, this is what we want you to do. Let me give an example of you know as new teachers when we start, there will be those who already know the job, you were taken for workshops regarding implementation.

R: Yes, like myself when I arrived here, I was lucky to be the first person to go to the workshop, like I was saying those, the region organised kind of workshop, so when we

Commented [41]: "training offered"

can we meet with other trainees like me who are from college, from the university or from the college to go and share or to go and discuss about this programme. How best we can help the children in the classrooms.

Q: So this training assisted you, did it assist you to be affective?

R: Yes, it did a lot.

Q: All right. Okay before I go to the next question, it is about the training guidelines, do they give you sort of some training guidelines on what you will be trained on? Like when you came from another school and you were to go into preschool, did you have what is expected from you, with regards to training, isn't it that when you go to the training they give like a course outline sort of.

R: The kind of workshop that I attended in fact, it was not like they had to provide or a guideline of some sort, it was like, it was a two way based learning, like they were getting something from us and we were giving back to them something, so that they could understand, the purpose of the workshop was like you have to better understand how we were trained and what is required in this preschool class, so they wanted to get something from us to understand, because they are leaders, so as leaders have to know what to do, so they were like learning from us again.

Commented [42]: "training guidelines"

Commented [43]: "training offered"

Q: Learning from you it was like they were collecting information on what they, how they can assist you.

R: Yes, because they were also like comparing it with this breakthrough. So they were thinking what is the difference between breakthrough and this reception, so they could understand, or this preschool one, is for developing skills of these children, and the breakthrough now is where the teachers starts to teach.

Commented [44]: "training offered"

Q: So what I am gathering here is that there were no clear guidelines on ok today we are going to be teaching you about this, there was information gathering on what you are experiencing so that they can cater for your needs.

R: It was new to them, so we had to take our syllabuses and then look at them and then come up with some activities that we could share in fact, that we could use, maybe like what I understand according to the objectives which are in the syllabus,

Commented [45]: "curriculum implementation"

sharing with the next teacher from the other schools and then we could make or produce materials that we could use in preschool classes.

Q: I am gathering that information but what I am failing to understand is they didn't like call like I can expert of some sort, somebody whom maybe they know, is professional when it comes to ECD issues.

R: It was like... we just, they just collected teachers from various schools, in the north region so that we can come and be together and share.

Commented [46]: "curriculum implementation (CoP)"

Q: So there was no professional trainer.

R: No.

Q: Okay. Your level of satisfaction if you are just to rank the training, were you satisfied with their training level?

R: You mean the region?

Q: Yes, the region, at regional level, because what I am gathering is at school level, I don't want to put words in your mouth but at school levels, you never, do you conduct workshops on these reception classes?

R: No.

Q: So we are now at regional level, because at school level there is no training at school level, so your level of satisfaction, were you satisfied with the process of training after the workshop, can you say you were satisfied with what they give you?

R: because I had done this, maybe for some time, I could say I could understand what was happening and then I could also understand, their level, I could understand the problems that they are facing, so I could even pick what they really wanted from us. I could feel, or I could see the need for the preschool class teachers to be inducted to be trained so that they could understand more of this programme, because like when you pick somebody fresh from college, and then you say, okay go into the class without further in-service training or anything, so I agree you need to be trained, reviewed, you need to renew, you need to revive you know but if the leaders don't know anything about this thing, it is very difficult for you to, even for them to identify the problem that are faced in this.

Commented [47]: "importance training offered"

Q: So I think I am coming to the end of my interview with you but I want to know, I am still on this training to the end of my interview with you but I want to know, I am still on this training part, I want to know do you have any suggestions on maybe you have something that you are thinking that they could have done so that teachers can benefit more. You stand a better chance because you have worked at breakthrough at primary school and I am taking a child or a student who is just fresh from university. Any suggestion towards this training, what do you suggest?

R: I think you know, maybe it could have started like with the officers or should I say the, those HODs the head teachers, so that they could understand, really understand what is being talked about when it comes to this, because you will find out that they just there, the little that they have is not enough, maybe they could be trained as well, in order to, okay, I am supposed to supervise, those ones who are newly coming into this space. In order for them to understand what exactly is happening, they have to be also trained. Or else maybe as time goes on, I understand they are going to be officers which are, who are really based on this, who are going to be the head teachers, the deputy, HODs and then the like, but then with these ones, the current ones, they need to be trained as well. So that they can assist the new arrival from colleges.

Commented [48]: "Training recommendations"

Commented [49]: "training recommendations"

Commented [50]: "training recommendations"

Q: And still on that one, I think I am going back to the one on satisfaction, or the timeframe, you get employed today, how many times are you trained?

R: Workshop part of it, now we have a problem because you will find that there are no resources, there are no funds, you see, so it is like, it is like here, I get there was only one workshop which I went to the region and that was the induction, the other induction workshop which I understand, the newly employed went to Phikwe region, it was only one.

Commented [51]: "challenges"

Q: So what I am gathering is work shopping part, is since less but can I, this is a new thing that needs to be done or more regular.

R: Yes, on a regular basis.

Commented [52]: "training recommendations"

Q: So I think I have got to the end of my interview. I don't know if you have any questions for me regarding what we just discussed.

R: Okay, I would like to understand or maybe after this interview are you going to have some like helpful ideas or something that you can do in order to maybe to assist so that this programme can..

Q: Yes, it is a very good question, thank you very much. My, I am just a researcher, a student, but I've got so much love for early childhood education, so my dream is, that is why I kept on asking more questions on training, or are you being trained, how many workshops, I want to have a hand in developing a training model for teachers that will stipulate the content on how teachers should be inducted, the topics of course we will collect them from you. The idea of collecting information from you on what you are challenged with, it is a good thing that they did that, so what I am intending to do as a researcher maybe a training model of some sort, on maybe quarterly basis in a year, so things like that. So that is really my intention...

R: Okay, you are willing to assist.

Q: I am willing to assist.

R: On the training part.

Q: Based on the training part. I am interested in the training part.

R: But I think you are doing well. I think you have come with a good initiative there, whereby we are also going to benefit, newcomers will benefit.

Q: But I share with you I can only achieve that when I have support from you and the region and the country. Is there any other questions regarding?

R: No. for now no.

Q: Okay, thank you very much.

APPENDIX M: PRESENTATION OF EMERGED THEMES

Codes	LOCAL GOVERNMENT – PRINCIPAL EDUCATION SECRETARY	PRINCIPAL 1 SCHOOL 3	PRINCIPAL EDUCATION OFFICER: MINISTRY OF EDUCATION	PRINCIPAL SCHOOL 1	TEACHER 1 SCHOOL 1	TEACHER 1 SCHOOL 2	TEACHER 1 SCHOOL 3	TEACHER 2 SCHOOL 2
Support	Provision <ul style="list-style-type: none"> - provide the resources - provide the outdoor teaching and learning material - We provided them with some bunk beds because we know that there might be some 	Council Support <ul style="list-style-type: none"> - The council is willing to provide resources 	<ul style="list-style-type: none"> - planning for this workshop - we provide the teacher staff, - they were adopted, and now the second class is flourishing as far as equipment is concerned - when teachers 	<ul style="list-style-type: none"> - I request the PEOs' opinion from the region to come and assist - we erected the fence on the play area Council Support <ul style="list-style-type: none"> - the resources that we have from the council 		<ul style="list-style-type: none"> - they provide books for us - do workshops 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - I think the HOD, she visits regularly to check what we are doing and gives advise where possible - helps us with charts - even the school principal all the time, she visits

	pupils who are sick there,		have problems or addressing certain objectives and we will meet and solve that				Regional Office They once had a workshop for us and it was really helpful	sometimes .
	Parental support	Regional Office - conducted workshops - provided a teacher aid - tracking their performance - region is always much willing to assist		Regional Office - They are the ones who provide some of the materials		Regional Office - to provide the available material that they've got	Parental support - The books that they are using and the pencils have been bought by some of	Regional Office They give us the swings from the region and then the trampoline

	<ul style="list-style-type: none"> - some they pledge from parents <p>Maintenance</p> <ul style="list-style-type: none"> - maintainin g the facilities 		<p>Parental support</p> <ul style="list-style-type: none"> - we encourage the schools to involve parents to help them <p>Local Government</p> <ul style="list-style-type: none"> - local governme nt provide the toys, desks, tables, and in some cases they buy them beds, for sick bays in some schools <p>COP</p>	<p>Government</p> <ul style="list-style-type: none"> - they are really helping me <p>COP</p> <p>she was also go to a certain school for</p>		<p>Parental Support</p> <ul style="list-style-type: none"> - the parents are the ones who buy the rims of paper, so that they scribble on them <p>COP</p>	<p>the parents</p>	<p>COP</p> <ul style="list-style-type: none"> - We were showcasin g our work, children's work
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			<ul style="list-style-type: none"> - I said can you please give this school, they don't have anything - we shall be taking teachers around schools to see, to benchmark best practice - we also encourage them that if you come up with anything that you feel should be shared, and then we also we 	observation or to bench mark		display what you done at your school		<ul style="list-style-type: none"> - teachers to motivate teachers
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			have a group WhatsApp group so we share,					
Challenges	Funds <ul style="list-style-type: none"> - little budget - we are no longer have funds for these materials - we didn't plan for it, we didn't budget fully for it Resources <ul style="list-style-type: none"> - we don't have the resources 	Space <ul style="list-style-type: none"> - we are lacking there, is where these children where they are supposed to be playing, Resources <ul style="list-style-type: none"> - toys are not enough 	Space <ul style="list-style-type: none"> - some play areas you will find that are no shades Resources <ul style="list-style-type: none"> - The resources are not enough - some schools 	Training <p>I am not familiar with the programme</p> Resources <ul style="list-style-type: none"> - there is still a demand yesterday they came to say, we 	Funds <ul style="list-style-type: none"> - there is no money Space <ul style="list-style-type: none"> - we haven't had the chance to insert it where it can be properly because of space Resources <ul style="list-style-type: none"> - there are no materials 	Funds <ul style="list-style-type: none"> - no funds Resources <ul style="list-style-type: none"> - don't have the resources/ learning materials 	Resources <ul style="list-style-type: none"> - but the truth is there is nothing - no resources 	Time <p>time limit for that lesson</p>

	Implication on shortage of resources <ul style="list-style-type: none"> - I think learning is very difficult 		<p>still don't have enough materials</p> <ul style="list-style-type: none"> - struggling to provide for those classes <p>Implication on shortage of resources</p> <ul style="list-style-type: none"> - I found that those bikes were in the storeroom and the children have never used them (because they were not enough) 	<p>want a television</p> <ul style="list-style-type: none"> - They are never enough 	<p>Classroom environment</p> <ul style="list-style-type: none"> - dust from the classroom <p>Parental Support</p> <ul style="list-style-type: none"> - parents they are very reluctant - so then you find that they have a smell, they 	<p>Training</p> <ul style="list-style-type: none"> - have been trained for breakthrough, not for the reception class 	<p>or things or stationery</p> <p>Implication on shortage of resources</p> <ul style="list-style-type: none"> - I end up not doing my job or not doing the right things <p>Parental support</p> <ul style="list-style-type: none"> - parents that they don't even pop up - Always they will always promise but they don't pay. 	
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			<ul style="list-style-type: none"> - teachers use small crayons which break or with children with the small fingers, they can't handle small things 		<p>wet their beds</p> <p>Council Support</p> <ul style="list-style-type: none"> - there have been a delay from the council to submit 		<p>School Support</p> <ul style="list-style-type: none"> - I don't think, they are not supporting - they don't support when it comes to resource - maybe there is that lack of knowledge <p>Regional education support</p> <ul style="list-style-type: none"> - I have never met anyone from the region 	
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helpful assistance to achieve objectives	Foreseen benefits of curriculum	Foreseen benefits of curriculum			Significance of Curriculum framework	Significance of Curriculum framework	Significance of Curriculum framework	Significance of Curriculum framework
	<ul style="list-style-type: none"> - I think it will improve our results enhance the learning and teaching, yes. 	<ul style="list-style-type: none"> - Achievement of learners and the parents and the school children are sharing 			<ul style="list-style-type: none"> - children they become familiar to the school environment and activities that happen in the classroom - it prepares the children when they go to standard 1, - they interact as early - children become 	<ul style="list-style-type: none"> - it helps children to be more advanced when they go to the next standard 	<ul style="list-style-type: none"> - I use it as a guide - when I use it I knew what to do - I know what to deliver 	<ul style="list-style-type: none"> - work became easy - That framework explains the whole lesson and you just know as a teacher that you have to write the plan similar to it -

					aware and familiar to the school activities			
Unavailability of resources	- they don't have skipping ropes, hoola hoops, balls, those are the little things that they don't have	Unavailable resources - shortage of tables - no paintings	Unavailable resources - The trampoline , the play areas has not been developed. - jumbo crayons - radios and televisions	Unavailable resources - television, they want a laptop	Unavailable resources - they don't have reading books	Unavailable resources - Story books - Photocopying machine - no ink ... to multiply the papers	Unavailable resources - swings - books. - rubbers, scissors... in art , we don't have even brushes to use. - No aprons... No crayons - text books and story books - glue, pencils,	Unavailable resources Books

		Implications <ul style="list-style-type: none"> - delays due to sharing of resources - so it takes more time 	Implications <ul style="list-style-type: none"> - It is frustrating for the teachers - It is demotivating and demoralising 		Implications <ul style="list-style-type: none"> - Repetition - sometimes when you repeat it becomes monotonous 		crayons, scissors Implications <ul style="list-style-type: none"> - It makes it very difficult because sometimes you end up not doing that objectives 	Implications <ul style="list-style-type: none"> - limits children's ability to fully express themselves
Intervention strategies	<ul style="list-style-type: none"> - we have already submitted the budget - will address the backlog that we are having now 	Resources <ul style="list-style-type: none"> - by requesting from parents - they will be bringing pictures and try to photocopy 			<ul style="list-style-type: none"> - we just have to stick to maybe skipping ropes, then balls you know. - we improvise for teaching aids 	<ul style="list-style-type: none"> - you have to improvise - you use whatever you have modified that is how they learn - then you use your hands, to make 	crayons, scissors Implications <ul style="list-style-type: none"> - they asked the parents to pop up some stuff - even though some certain parents they didn't buy, I just used the 	<ul style="list-style-type: none"> - that activity book, I didn't use maybe an exercise book

					<ul style="list-style-type: none"> - I will just bring a cup, and fork and spoon from home so that I can demonstrate to them what I need 	<ul style="list-style-type: none"> - every scribble, for each and every child - I had to buy the charts 	<ul style="list-style-type: none"> - money for those other children, to buy for the whole class 	
Teachers' experiences	-	Current experiences <ul style="list-style-type: none"> - I think they are really enjoying it - they interact with the children, - there is a lot of improvement 	Current experiences <ul style="list-style-type: none"> - They are parents, they know the development of children - teachers use the best they can, the little that 	Current experiences <ul style="list-style-type: none"> - They know what they are doing - 	Current experiences <ul style="list-style-type: none"> - became more enjoyable - you know - feel like I am home - I just fit in 	Experiences with learners <ul style="list-style-type: none"> - they are easy to deal with - are open minded - say out their own views, freely - they take it as a mom 	Current experiences <ul style="list-style-type: none"> - I am someone who likes to an extra mile, mostly I end up sacrificing, I use my own money 	Current experiences <ul style="list-style-type: none"> - this one was an improved version because it has written objectives and everything

		<ul style="list-style-type: none"> - from the children that there is some change - their active participation that the children are actually developing <p>COP</p> <ul style="list-style-type: none"> - really want to share with other colleagues - they share the strong points and weak points 	<p>they have, or the most that they have, they use it effectively</p> <ul style="list-style-type: none"> - some teachers will also go to an extend of buying things with their own pocket money - they improvise, because this is a new programme - She had brought her own TV to class 			<ul style="list-style-type: none"> - they rely on you, everything that you said to them <p>At the beginning</p> <ul style="list-style-type: none"> - I found that the parents were the ones who were supposed to pop up money, to buy the chairs for them - there were no tables - I found that the parents were the 		
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			<ul style="list-style-type: none"> - after the government have introduced this programme, most of the teachers are moving from the private schools to the government 			ones who were supposed to pop up money		
			<p>At the beginning</p> <ul style="list-style-type: none"> - there were no qualified teachers for reception 	<p>At the beginning</p> <ul style="list-style-type: none"> - the programme started 			<p>At the beginning</p> <ul style="list-style-type: none"> - I was doing something like just lecturing or 	<p>At the beginning</p> <ul style="list-style-type: none"> - at first there were no guidelines - the old curriculum was not written and

			<ul style="list-style-type: none"> - they were taken up for training - so we give them a light or to have a common theme 	<ul style="list-style-type: none"> - from nowhere - No the teacher that started the programme was trained - even the syllabus they didn't have - I had a problem with this guide - the planning was very difficult for me, if somebody is trained for the programme, 			<p>giving the children too much work</p>	<ul style="list-style-type: none"> - no objective its like teachers were free to teach as they preferred - there were no objectives but only schemes of work unlike the new one which has objective quoted - not improved, with no quoted objectives
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				- firstly we only had one teacher who was trained				
Monitoring	-	- we also use the day to day monitoring what the children are expected to have achieved after the programme - They will also come here and see what is happening in the classroom	- It is a tool we have only designed rather for observations what is it that we can look for, how do we help teachers - we visit a class, first thing that we look at is the classroom environment,			They do visit		

Availability of resources	Advantages - they help for development of pupils' learning because at their tender age children learn by seeing	Available resources - markers and stuff - toys	Available resources - these scooters, the motorbikes	Available resources - there are swings	Available resources we have swings, we have trampolines, , we have balls, we have bicycles Advantages - we make teaching aids - motivates the children to come to school	Available resources - swings - dolls, they've got the balls - the toys	Available resources - paint	Available resources - toys - Outdoor we have trampoline , we have swings, we have balls, bikes - the paints - they are enough Advantages - it makes my work easier
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	- help them to understand more on the concept							
Curriculum implementation		- they learn mostly by manipulating, by seeing things, by touching	They learn through play	I just feel, there is too much playing	Learner motivation - the toys part of and the playing	- children they learn by playing - have to go outside and use those swings - so you don't normally give them a lot of writing learning, with this play	- we don't do lecturing, with preschool education you involve learners. - They talk mostly about observing. They talk about discussing - learners will observe	- they will be able to draw their big pictures, as many a times they draw bigger things - we can go and play to make them interested by guessing for example they sing.

					Challenges in implementing curriculum <ul style="list-style-type: none"> - So with the moral and spiritual it is very difficult to teach children because we see that nowadays people believe in different things 	<ul style="list-style-type: none"> - The singing part, the rhymes - describe pictures, they use jugs - they are supposed to trace, maybe it is tracing letters - so that when I talk about the numbers, that they see them 	what is happening	Challenges in implementing curriculum <ul style="list-style-type: none"> - when it comes to implementing it is not easy Advantages <ul style="list-style-type: none"> - improving a child's motor skills
Teacher training	-	- mainly focus on the type of teaching of	- We make workshops , normally it is five day thing	Effects It helped so much	<ul style="list-style-type: none"> - they taught us everything Effects	<ul style="list-style-type: none"> - I was lucky to be the first person to go to the workshop 	<ul style="list-style-type: none"> - explained how to prepare a lesson plan 	<ul style="list-style-type: none"> - I don't think it is enough - I had attended

		the curriculum	<ul style="list-style-type: none"> - We train them on different things, on the curriculum framework ... the,..... - show them how to handle the SEN learners - 		<ul style="list-style-type: none"> - it opened my eyes - I learned more than what I did at tertiary - they told us those are not subjects they are learning areas - (gained new knowledge) - it makes our work simple - make your lesson plan more simple and more enjoyable 	<ul style="list-style-type: none"> - it was a two way based learning - they were also like comparing it with this breakthrou gh - they just collected teachers from various schools, in the north region so that we can come and be together and share - It was new to them, so we had to 	Effects <ul style="list-style-type: none"> - It was an eye opener 	the one at Kasane before I started working. <ul style="list-style-type: none"> - How to write, how to plan, how to update the weekly schedule - trained us on the changes that have been made with regard to old curriculum, scheming and lesson planning Effects
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					- I have learned	take our syllabuses Effects - I could see the need for the preschool class teachers to be inducted, to be trained COP - cooperatively, like sharing ideas -		- we learnt something.
Recommendations	-		Teacher training		Teacher training	Teacher training	Teacher training	Teacher training

			<ul style="list-style-type: none"> - It is still new - We will plan for after five years 		<ul style="list-style-type: none"> - In fact I wish that every day would be workshop, - I need to be refreshed time and again - So I think the government should also consider that to take us to workshops more often - will be a good thing to be trained every month 	<ul style="list-style-type: none"> - maybe it could have started with the officers those HODs the head teachers - on a regular basis. 	<ul style="list-style-type: none"> - go further on training our HODs, headmasters, deputy, our management 	<ul style="list-style-type: none"> - I think they must make more of these workshops and fairs. - Maybe two to three workshops - counselling because we are dealing with different children from different backgrounds
						Resources	Resources	

			Resources - you can use them while you are forty and children they like to share.		-	- the only thing that I think needs to be improved is like the materials that we use General - which needs to be improved it is the meal, the meals for these children	- I suggest that they should provide text books	
Training guidelines	-		- so we look at the whole curriculum framework and say	The training is done by them, its their duty	They gave us notes, they showed us from	, it was not like they had to provide or a guideline	-no guidelines	

			<p>these are the most important things that we can assist teachers on.</p> <p>- No, there isn't a guideline</p>					
Participants' roles	-		<p>- I have been nominated to babysit the programme</p>	We just give them orientation about the school	we are developers	<p>developers of the skills</p> <p>Officers</p> <p>- babysitting this programme</p>	We are developing them, physically	

APPENDIX N: EDITING REPORT



**Centre for Academic Development
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20 August, 2019

To whom it may concern,

Dear Sir/Madam,

Re: Letter of confirmation of language editing

The thesis “Preschool Teachers’ Experiences and Reflections in Implementing a Pre-Primary Curriculum For Five to Six Year Olds in Francistown, Botswana” by Elisa Leungo Bawani (Student No. 585-3239-0) was language and typographically edited. Corrections were also suggested with regard to technical editing, citations and referencing techniques. Final corrections as suggested remain the responsibility of the student.

Yours faithfully,

Dr Joel M. Magogwe
Associate Professor, Communication & Study Skills Unit
Tel: 3552421(W)
Email: magogwej@mopipi.ub.bw

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APPENDIX O: TURNITIN CONFIRMATION REPORT

8/15/2019

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